DOCUMENT RESUME

ED 221 075 HE 015 136

AUTHOR	Brown, W. Rex
TITLE	A Report of Selected Residential Continuing Education Centers in the United States.
INSTITUTION	University of Central Florida, Orlando.
PUB DATE	30 Nov 80
NOTE	108p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Students; Case Studies; Conferences; *Continuing Education Centers; *Dining Facilities; Facilities; Financial Support; *Food Service; Higher Education; *Housing; Institutional Autonomy; *Operating Expenses; Program Costs; School Surveys; State Universities
IDENTIFIERS	Appalachian State University NC; California State Polytechnic University Pomona; Georgia Southern College; Michigan State University; Texas A and M University; University of Arkansas; University of Chicago IL; University of Delaware; University of Georgia; University of Houston TX; University of Nebraska; University of Notre Dame IN; Utah State University; Virginia Polytechnic Inst and State Univ

ABSTRACT

General information is presented concerning residential continuing education centers affiliated with public institutions of higher education. Attention was directed to those universities considered self-contained with full-service facilities, including conference facilities, housing accommodations, and food services. Based on the latest documents available, it was found that there are 40 non-residential centers and 68 residential centers in operation. Of the total 108 centers, 5 were listed as operated by the U.S. Civil Service Commission Bureau of Training. It was difficult to identify those universities with self-contained facilities. Data are also presented concerning fiscal operations, use of centers by adult groups, and regulations governing centers. Telephone interviews with administrators in the field indicated that the active support of the chief executive officer coupled with a close and friendly association with benefactors were contributing factors in gaining initial financing. Interviews and empirical information indicated continuing education centers were generally successful financially. When housing accommodations were added, there was an expectation of breaking even and in some cases an anticipation of profit. It was in the area of food services that losses were reported except where profits from the sale of alcoholic beverages could take up part of the slack; profits from housing were frequently used to offset losses incurred by food services. There was no consensus concerning classifications or groups of adult learners utilizing continuing education centers. Information is presented on the origin of residential continuing education centers for 14 universities and colleges. (SW)

ED221075

A
REPORT
OF
SELECTED
RESIDENTIAL CONTINUING EDUCATION CENTERS
IN
THE
UNITED STATES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

W. Rex Brown
Associate Dean
College of Extended Studies
University of Central Florida
Orlando, Florida

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
W. Rex
Brown
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

November 30, 1980

HE015136

PREFACE

The initial intent of this report was to provide general information concerning residential continuing education centers affiliated with public institutions of higher education. The first task was to identify the institutions which are considered self-contained with full-service facilities.

One problem encountered from the beginning was the lack of an accurate listing. The latest directory consisted of data collected during the previous two years. There were also difficulties in identifying those institutions having self-contained full-service centers which some authorities refer to as "free standing." This deficiency coupled with a lack of up-to-date information caused many telephone interviews, library computer searches and considerable reading of available literature, much of which was more than ten years old.

The writer is indebted to Judith Young for providing library computer research assistance and, in doing so, demonstrated an indomitable amount of patience.

Appreciation is extended to Dr. Joan Burr who arranged for support services and provided the impetus to permit the project to come to a conclusion.

Thanks, too, are hereby extended to Karen Kimball and Lisa Kendrick for the typing of rough drafts.

A grateful and special expression of gratitude is given to Patti Martin and Karen Gauvin for their willingness to be of assistance while facing an already insurmountable work schedule.

Thanks are also expressed to the individuals and administrators who, so willingly, provided valuable information.

WRB

November 30, 1980

ABSTRACT

The purpose of this report is to provide general information concerning residential continuing education centers affiliated with public institutions of higher learning. It is the intent to identify those universities which have a center described as self-contained with full service including: (1) conference facilities; (2) housing accommodations; and (3) food services. Some authorities refer to such facilities as "free standing."

Based upon the latest documents available, it was found there are 40 non-residential centers and 68 residential centers in operation. Of the total 108 centers, 5 were listed as operated by the U.S. Civil Service Commission Bureau of Training.

It was difficult to identify those universities with self-contained facilities. For example, the Wisconsin Center is classified as "Non-Residential," but accommodates conferees in the Wisconsin Center Guest House. On the other hand those centers which were the beneficiaries of the Kellogg Foundation are generally identified as self-contained or full service. It is the distinction between these two examples which must be validated by additional information.

It is also the intent of this report to provide data concerning fiscal operations, use of centers by adult groups and regulations governing centers. Telephone interviews with administrators in the field indicated that the active support of the chief executive officer coupled with a close and friendly association with benefactors were contributing factors to gain initial financing. The literature indicated a lack of information concerning

fiscal operations. Interviews and empirical information indicated continuing education centers were generally successful financially. When housing accommodations were added, there was an expectation of breaking even and in some cases an anticipation of profit. It was in the area of food services that losses were reported except where profits from the sale of alcoholic beverages could take up part of the slack. It was reported that profits from housing were frequently used to offset losses incurred by food services. Futher, some administrators reported resorting to a substantial reserve to help reduce losses.

There was no consensus concerning classifications or groups of adult learners utilizing continuing education centers. While several categories may be listed -- business organizations, non-profit trade and professional associations, educational institutions -- government and miscellaneous groups probably constitute a favorable but general classification.

There is a paucity of regulations applied to continuing education centers. Most were general in nature and consequently it is suggested that further study be accomplished in this area.

Because of a lack of current information regarding selected factors relating to continuing education centers, follow-up studies should be conducted and additional information collected regarding fiscal operations; particularly, with respect to profits and losses. Additionally, recommendations and future possibilities for research are outlined.

TABLE OF CONTENTS

PAGE

ABSTRACT iv

Chapter

I. INTRODUCTION 1

II. BACKGROUND INFORMATION 3

Adult Education: A Brief History

III. FINANCING OF RESIDENTIAL CENTERS 6

Early Financing
Getting the Money: Examples of Problems
Sources of Financial Support

IV. ORIGIN OF SELECTED RESIDENTIAL CONTINUING EDUCATION CENTERS 13

University of Arkansas
California State Polytechnic College
University of Houston
Appalachian State University
University of Notre Dame
University of Delaware
Virginia Polytechnic Institute and State University
University of Chicago
University of Georgia
Texas A & M University
Utah State University
University of Nebraska
Michigan State University
Georgia Southern College

V. USE OF RESIDENTIAL CENTERS BY GROUPS OF ADULT LEARNERS 29

Role and Scope: The Learning Society
Categories of Adult Learners
Adult Learners and Identifiable Traits
Selective Classifications of Adult Learners

VI. FISCAL OPERATIONS 37

Profitable-Unprofitable

VII. REGULATIONS AND POLICIES GOVERNING CONTINUING EDUCATION CENTERS AND PROGRAMS 42

Suggested Resources
Florida Administrative Code
Role and Scope of Florida's Public Universities
University of Central Florida Procedure Manual
Standards of the College Delegate Assembly

VIII. STATE BOND ISSUES 50

Gift or Grant
Legislative Appropriation
State Revenue Bonds
General Revenue Bonds

IX. INTERNAL UNIVERSITY ASSISTANCE 55

UCF Foundation
Central Florida Research Park

X. SUMMARY AND RECOMMENDATIONS 60

XI. EPILOGUE 65

APPENDIXES 68

BIBLIOGRAPHY 97

CHAPTER 1

INTRODUCTION

A great deal of general information relating to the subject of continuing education exists within the literature. Upon investigation however, specific data such as fiscal operations, profit and loss data and related information appeared obsolete or apparently failed to exist. As a result, it was necessary to obtain much of the needed information and data through telephone interviews with administrators active in the field. For example, one major problem encountered was identification and documentation of "self-contained" residential centers. Some centers which are classified as residential are not "self-contained" which further complicated the project. To satisfy the purposes of this report, a "self-contained" residential continuing education center (CEC) is defined as:

> A self-contained unit equipped with conference or seminar rooms, learning resources and aides designed to serve nontraditional adult learners, along with lodging and full food services.

If the reader desires a more amplified definition it is suggested that Alford[1] and Pelton[2] be consulted.

---

[1] Harold J. Alford, Continuing Education in Action, Residential Centers for Lifelong Learning (New York: John Wiley and Sons, Inc., 1968), p. 2.

[2] Arthur E. Pelton, "Financing Residential Adult and Continuing Education", unpublished Ph.D. dissertation, University of Nebraska, 1969, pp. 216.

Because of the scarcity of specific and current information, the writer resorted to a multitude of telephone calls resulting in a great deal of correspondence which proved agonizingly slow. Library computer searches failed to reveal any new data and consequently much of the information collected resulted from loaned materials, reports of conferences and a search of professional references. This report, then, is not intended as an exhaustive study but a report, within the Laws of Diminishing Returns, of current and needed information.

In a 1978 conference entitled, "A Focus of Responsibility: Adult Educators Confront America's Future," Dan Evans, ex-governor of the State of Washington and President of Evergreen State College, stated:

> The 80's are most likely to be a decade of Continuing and Adult Education--simply because, demographically, that's where the people will be. Among the vast bulge in the population of people in midlife and older, there are millions seeking career change; millions who fail to get adequate schooling when they were youngsters; millions who are simply awakening to the joy of learning.

The next decade will emphasize continuing and adult education because education is a consumer market. This factor coupled with the declining enrollments of 18 to 22 year olds indicates that higher education will respond to the market of non-traditional students. The real issue becomes: "How can we better serve the non-traditional adult learner?"

CHAPTER II

BACKGROUND INFORMATION

Adult Education: A Brief History[3]

The Lyceum lecture series, the Chautauqua tents shows and the Agriculture Extension of the Land-Grant college system brought about practices which eventually developed into adult education. These practices included lectures, demonstrations and short courses. Subsequently, public schools and universities provided evening courses, institutes and short courses covering a myriad of interests.

Adult education has been described as a continuation of the educational process. One authority explained, "No matter how much education one has, it is not enough!" Further, it has been reported that the president of one university during the commencement address said, "A university is a place where tomorrow is made."

The residential CEC movement began in 1944, when Michigan State University authorities along with the Kellogg Foundation discussed a concept which led to adult education and the first funding of a center in the United States. Michigan State University, a Land-Grant institution, was involved in providing short courses for farm use which had been financed by the Kellogg Foundation. Through the leadership of President John A. Hannah an adult education system was formed.

---

[3] The following information was obtained from Alford, pp.17-23.

Originally, the Kellogg Foundation, situated in the Battle Creek, Michigan area, decided to develop education in the community. The Foundation's first effort was focused on a one-day seminar for dentists in 1933. Subsequently, the Northwestern University Dental School and Chicago College of Dental Surgery of Loyola University developed a short course. It was reported that 12 dentists elected to attend the first two-week session. Within 12 months, every dentist in the area had taken the same course.

As a result of that development, President Hannah decided to construct a building for continuing education. This building would involve classrooms and facilities for conferences, food preparation, and lodging. Accordingly, a specialized multi-purpose building was erected with the assistance of the Kellogg Foundation.

The Kellogg Foundation, encouraged by the Michigan State University experience, decided to assist the University of Georgia. The Georgia Center was not just a conference center but included food and lodging accommodations and a learning center with television and radio broadcasting facilities. Using this concept, the University of Georgia began its building program in 1953. Subsequently the Foundation received many requests for funds.

It was Dr. John A. Hannah with the help of W. K. Kellogg, who initiated what we know today as adult or continuing education. The Foundation has assisted in the financing of ten centers, all of which were in the multi-million dollar category.

The latest CEC directory[4] lists a total of 68 residential centers, of which 34 may be identified as having conference facilities, food service, and lodging accommodations. It is this category of selected residential centers upon which this report is focused.

---

[4] Research and Survey Committee, National University Continuing Education Association, "Directory of Residential and Non-Residential Continuing Education Centers in the United States (Syracuse: University College of Syracuse University, 1978.)

CHAPTER III

FINANCING OF RESIDENTIAL CENTERS

Early Financing

While the generous interest and financing of the Kellogg Foundation is credited with the advancement of residential centers on university campuses; private industry, churches, YMCA organizations, businesses, labor, government and other such organizations operate continuing education centers today.

In 1968, Dr. Harold J. Alford reported 79 residential CEC's in the United States, all of which were affiliated with universities and colleges.[5] With a few notable exceptions, most of the centers began after the Kellogg Center for Continuing Education was established at Michigan State University in 1951. In contrast, the Directory of Continuing Education Centers lists 108 CEC's of which 68 are purported to be residential.

Dr. Norris H. Bell, Director of Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, in a study currently underway, lists 65 centers of which 21 qualify for research purposes according to his definition. For the reader's benefit these are shown as Appendix A, page 68.

---

[5] Alford, p. 129.

A study conducted by Laventhol and Horwarth, a national accounting firm, reported in Meeting News, February 1980, says there are 45 Executive Conference Centers, not necessarily affiliated with a university, located in 24 different states.

As indicated earlier and reported by Alford, 10 centers received grants from the Kellogg Foundation which may be considered the "genesis" of the residential center movement. They include:

Michigan State University
University of Georgia
University of Nebraska
University of Oklahoma
California State Polytechnic University
Oxford, England
University of Notre Dame
University of New Hampshire
Columbia University
University of Chicago

Getting the Money: Examples of Problems

It should be recognized that the receipt of a grant or donation does not solve all the problems. The obtaining of money requires a definite commitment on the part of the administration of the institution. Most often the problems associated with construction can be long and arduous, requiring persistence on the part of the administration and those involved with the center. Interest may be lost and grant funds may be used on easier projects. For example, Michigan State accepted the entire responsibility of obtaining additional funds and a building site. The costs of building and programs were partially financed through regular university channels and any other outside grants that could be obtained.

Despite having received a grant from the Kellogg Foundation, the University of Georgia had to use special funds allocated by the Executive Office of the State. In Nebraska, the Governor served as the chairman of a fund raising campaign during which $1 million was raised in slightly less than six months. Further, it was found necessary to float a bond issue of more than $300,000 to complete the financing.

At the University of Oklahoma, the Kellogg Foundation allocated $1,300,000 to be matched by the University. The Governor of Oklahoma was requested to underwrite the University's matching funds. The State legislature provided about half of this amount. Because construction costs were rising, construction was begun. The Board of Regents of the University of Oklahoma authorized $1,400,000 worth of dormitory bonds and subsequently the State legislature authorized another $650,000 to complete funding of the project. This example shows some of the problems encountered.

The University of Chicago, a private institution, had to tap available funds within the internal budget. The Federal Housing and Home Financing Agent approved a loan and, thus, the center was constructed.

At the University of Notre Dame, also a private institution, private funds had to be solicited. As solicitations went on building costs increased and the University had to absorb the additional cost.

It is plainly seen that funding these projects are not to be undertaken without the complete support and commitment of the appropriate fiscal and executive officers.

Sources of Financial Support

Dr. Thurman J. White, former Vice President of Continuing Education and Public Services at the University of Oklahoma, made the following statement:

> The study of financing residential centers for continuing education is frustrating. One quickly learns that there are many experts on the subject that

> know standards. The experts are men who have learned the subject while engaging in the arts; they could learn it no other way because the scholars have left their experiences unanalyzed and none generalized.[6]

A continuing education center needs substantial amounts of money for construction and maintenance as well as operations. Therefore, the purpose of this report is to cite some sources of financial support.

Among the most prominent sources of financial assistance are Federal agencies. The Federal Public Works Agency assisted in the financing of the Minnesota Center. The New England Center of University of New Hampshire received a grant under Title I of Higher Education under the Department of Health, Education and Welfare.

Another source of support is private philanthropy. The Kellogg Foundation, it is estimated, has expended approximately $20,000,000 for continuing education centers. According to Alfrod, total expenditures are more accurately described as $100-$125 million.

Washington University of St. Louis was provided a gift of property from contributions received from business and industrial organizations. Under this arrangement, the university found it necessary to solicit outside funds or resort to a mortgage obligation or bond issue, thus adding financial stress upon the center.

Dr. White cites other arrangements for continuing education. For example, Louisiana State University converted a student dormitory into a continuing educational facility. Thus, the conversion of campus resources is a prospect. Syracuse University also remodeled a campus facility, and gained a conference center. This method has been repeated by other universities.

---

[6] Thurman J. White, "Financial Residential Centers for Continuing Education," N.U.E.A. Spectator, (April-May 1971), pp. 20-26.

Combining a center with an existing on-campus facility has been the arrangement at Purdue and Oklahoma State Universities, and in this manner conference facilities are shared with traditional students.

Combining existing off-campus facilities with local or private businesses such as hotels and motels was the solution at the University of Arkansas.

Dr. Mary L. Pankowski, Director of the Center for Professional Development and Public Service, Florida State University, in a speech entitled, "Pros and Cons of Building a Center" delivered during a Planning and Operating the Conference Center," Seminar February 27-29, 1980, at the University of Chicago, cited the following possible sources of support:

1. Foundations such as Kellogg, Carnegie, Ford, Rockefeller, Knot and others which might be cited.
2. A second source is state and local governments. In most cases, when universities were funded by Kellogg, there was a stipulation which required matching funds. In some cases, state governments in which these facilities were located provided partial funds for this purpose. It is not unusual, however, to find that some states will not provide any funds for programming of continuing education activities.
3. Other support sources cited by Pankowski are business, industrial, and professional associations. The Broyhill Manufacturing Furniture Company contributed to the construction of the center at Appalachian State University. The Michigan Hotel Association provided $100,000 for the purchase of furniture and equipment for the Michigan State University Center. The University of Missouri received the donation of a large warehouse from the J. C. Penney Company. Later a Federal grant was secured to build and furnish the facility.

4. Federal loans and bond issues are other sources mentioned by Pankowski. The Federal Housing and Home Financing Agency may provide low-interest long-term loans. State revenue bonds coupled with the above were used to assist the building of the center at the University of Alabama and the University of Connecticut. Private loans have been secured from insurance companies which have been repayed from trust funds or from other revenue pledged for this purpose.

5. Individual gifts have assisted some universities in the financing of their centers. The Donaldson Brown Center was donated to the University of Maryland by the heirs of the Donaldson Brown family along with a cash endowment. Key alumni and friends have also helped such universities as Nebraska, Rutgers, the University of South Dakota and the University of Texas. It is noteworthy to mention that the governor of the state of Nebraska headed up the committee to raise funds for a center which, within six months, raised or pledged $1,000,000.

6. The Federal government under Title I of the Higher Education Facilities Act of 1963 is another example of assistance. The centers at Appalachian State, the New England Center and the University of Missouri at St. Louis have benefitted from this assistance.

7. Lastly, there is university support. In most cases, centers must have some help from the institution whether it be subsidized in the form of auxiliary services, staff time, or communication equipment. Without this type of support, no center can be operational.

In a study[7] which provided justification for the continuing education center at Florida State University, seven sources of financing were mentioned. These include:

1. Foundations
2. State and local governments
3. Business/industry and professional associations
4. Federal loans and bond issues
5. State revenue
6. Private loans
7. Individual gifts/university foundations

---

[7] The Florida State University Continuing Education Center Feasibility Study, B. J. Hodge, Chairman (Tallahassee: Florida State University, 1973), pp. 111-115.

In summary, the obtaining of a grant is not the last issue. The real issue is to match the grant funds and to provide the operational funds for the continuation of the center. An example of this point is the University of Georgia. Upon the initiation of the agreement with the Kellogg Foundation to accept construction funds, the contract stipulated that the Center would be operated as a residential continuing education center for at least ten years.

In retrospect, when an agency is soliciting funds, the process is time-consuming. Accordingly, it is a necessity that the chief executive officer of the University be personally involved and have a healthy commitment for the pursuit of funds.

CHAPTER IV

ORIGIN OF SELECTED RESIDENTIAL CONTINUING EDUCATION CENTERS

The Story Behind the Scenes*

University of Arkansas

Dr. Hugh Mills, Dean of the Division of Continuing Education, University of Arkansas, felt the need for a conference center because of the growing number of conferences. The City of Fayetteville, also recognizing the need for such a facility, suggested combining forces with the University. As a result, a one percent tax on hotel and motel restaurant receipts was approved. This tax, passed some five years ago, accumulated monies which far exceeded the expectations of city authorities. The purpose of the tax was to build a conference facility which would be leased to the University but owned by the city. The facility, planned by the University, and currently under construction, adjoins a hotel with approximately 250 rooms. The conference center will have approximately 45,000 square feet, but it does not include food or lodging since the hotel will provide those accommodations. When the University of Arkansas assumes operation, the rental rate will be $3 per square foot.

California State Polytechnic University, Kellogg West

Dr. John B. O'Hara, former director of the center advised that Dr. Robert Kramer, President of California State Polytechnic University was well acquainted with Dr. Russ Mawby, President of the Kellogg Foundation. At the time Mr. W. K. Kellogg's Arabian horse ranch was located in the area and subsequently because the site of what is currently referred to as Kellogg West. Dr. Kramer persuaded the Kellogg Foundation to fund the Center for which $3,000,000 was needed to construct a center to satisfy the needs of the system.

---

*Information for this chapter was obtained from telephone conversations with each of the administrators named.

In the summer of 1968, the Kellogg Foundation allocated $1,500,000 to the university which was invested in certificates of deposit. Construction began and, upon a second request, Kellogg granted California Polytechnic a second $1,500,000 for the Center which began operations in 1971.

The California Polytechnic West Center had a dining capacity of 500, with 51 bedrooms which were insufficient to meet the demand. When the housing records were reviewed, it was found that Kellogg West was losing approximately $25,000 by referring people to nearby motels. During the second year, $50,000 was lost due to a lack of housing.

Dr. Kramer, armed with a $100,000 commitment from the Southern California Restaurant Association, proposed that Kellogg finance a housing expansion. At the same time, additional space was needed for the restaurant/motel management training program. Fortunately, Dr. Kramer was successful in obtaining a challenge grant of $600,000. At this point, in 1974, the nation experienced a severe gas shortage and recession. Accordingly, California Polytechnic needed additional money and raised another $100,000 through private donations received from IBM, Xerox Corporation and Armour and Company.

Subsequently, Dr. Kramer returned to Kellogg advising that the recession was so bad that fund raising was not successful. The Foundation graciously responded by providing a second $600,000. Construction started on the expansion in 1977 with 32 rooms, additional meeting spaces and conference rooms. Since then, Kellogg Center West has experienced a 60 to 70 percent occupancy rate.

What was it that persuaded the Foundation to grant additional funds? At the time, it was the emphasis on serving the system that impressed the Foundation to grant supplemental funds.

University of Houston

According to Dr. James C. Taylor, Dean of Continuing Education, the University of Houston had a real need for a facility in which to teach hotel management. As a result, it was decided to utilize a continuing education facilty in conjunction with the university. Financial donations were solicited from friends of the University to obtain "seed" money. Once substantial "seed" funds were available, the state was asked to provide additional funding, which was granted.

Dean Taylor explained the State of Texas does not provide funds for continuing education activities. Therefore, the program there is required to be self-supporting.

With respect to the Houston facility, Dean Taylor indicated it would likely require $20 to $25 million to reproduce the present facility. He added housing was barely breaking even, but food service was making a small profit.

Appalachian State University

Dr. Barry Rogers, Director of the Center for Continuing Education, explained that the center originated in the mid-60's when the University received a $100,000 contribution to build an Alumni/Faculty House. In the meantime, the President received word of the success experienced by Michigan State University and the University of Georgia with their centers. Accordingly, the President organized a Faculty/Alumni Committee to investigate financing since no other university in North Carolina appeared interested in drawing leaders and business personnel to the campus.

Mr. Ed Broyhill, the owner of a furniture manufacturing organization, donated $100,000 to the University. Using the donation as seed money, the state legislature was asked to provide funds and subsequently provided a second $100,000.

The Regional Appalachian Region Commission provided $300,000, and later the state approved $1.5 million for the Center. When it was found that construction costs exceeded available funds by $1,000,000, the President appointed a committee to solicit the additional money. The fund raising was successful, and the Center is now in its eighth year of operation.

Appalachian State proved it could help the hotel/motel business but needed some state funds to continue its operation. Last year, Appalachian State attracted 30,000 people, one-third from North Carolina, and conducted 576 programs The director has a staff of 90-100 persons.

The operation is self-supporting, but the University does receive state funds for programming, salaries, supplies, and staff. However, it did require five years to begin to break even.

In the housing sector, Appalachian State has 84 rooms plus 7 executive suites. Dr. Rogers advised that a profit is being made on the rooms which, in his terms, is their "bread and butter." The food service is excellent, all foods are cooked from "scratch," but fails to make a profit. The best they can hope for, according to Dr. Rogers, "to break even." When first started, the operation lost money, and it was not until the fifth year that the operation began to earn a profit. In such a case, the University used internal funds to absorb the loss. Dr. Rogers explained, in terms of funding, if he had the operation to do over again, he would seek more state funding.

Notre Dame

Dr. Thomas P. Bergin, Dean of Continuing Education, advised that some years ago an inn was donated to the university. About the same time, the university was attempting to develop a broad base concept for learning and desired to establish a CEC. With housing available and funds on hand, a proposal was submitted to the Kellogg Foundation. Impressed with the concept, the Foundation granted $2,543,000 to the University.

At South Bend, there is a tax on hotel/motel receipts, but in the case of Notre Dame, funds from Kellogg helped to build the continuing education center. The food service is accomplished in the Morris Inn and is operating in the black. Last year 483 conferences were held on the campus.

In summary, Dr. Bergin advised: "If the volume is good, production will produce revenue."

University of Delaware

Dr. John A. Murray, Assistant Provost Director, indicated that conference programming began in 1962, at a time when off-campus groups desired to use university facilities. The University of Delaware had an extensive cooperative education program, as it does today, and a long history of agricultural assistance. As the program expanded conference activities were held in classroom buildings and the student center. Conference activities grew so rapidly that students began to lodge complaints. Accordingly, the President asked Dr. Murray to formulate plans for a new facility. He explained that there was no problem selling the idea to the legislature, which proved most cooperative.

Dr. Murray requested and received a planning grant of $25,000 from the state. Also, he asked for a $2.8 million bond issue to permit construction of a $4 million facility which was opened in 1972.

In 1969, while still in the planning stages for Clayton Hall, the Dupont-Kepler family contributed a substantial country home of ten acres near Wilmington. This property was assigned to Continuing Education and opened to the public as a conference center.

A year later, a second parcel of property, the Wilmington County Club, was bought by the University. This facility, located near Lewisville, was operated by the College of Marine Studies. The university subsequently received funds from the Kreske Foundation and now has a residential facility to accommodate 48 persons. The conference facility later proved to be an asset to the College of Marine Studies because of its oceanside location.

Dr. Murray explained that the conference facility is self-supporting and feels that area conference centers make a profit. Currently, the

University of Delaware is experiencing a profit in both housing and food services. He made the following observation, "Once you get a facility business will come to you."

Dr. Murray still aspires to build a 150-bed housing unit which would be in addition to the University of Delaware center. He does, however, suggest the following considerations:

1. Encourage an investor to build the center and lease the facility.
2. A private franchise may build and operate the facility, but this arrangement prohibits the university from making a profit.
3. A bonding issue could provide financing.
4. Persuade the cooperation of local industries, who are users, to finance individual rooms. Under this arrangement there would be a need for several contributors.

In order to remain self-supporting, the University of Delaware reportedly maintains a $1,000,000 reserve to offset deficits.

Virginia Polytechnic Institute and State University

Dr. Norris H. Bell, Director of the Donaldson Brown Center for Continuing Education, explained the idea for the VPI Center was conceived about 1940 when it was decided that a facility was needed for its citizens. Subsequently, a facility designed for faculty housing was converted, expanded and operated as a conference center for 12 years.

The VPI Center was financed from revenue bonds, contributions and some state funds. Dr. Bell indicated some university administrators advocate that colleges should designate funds, off the top, to provide partial support for the operation of centers. However, this idea has not proven overly effective or popular.

According to Dr. Bell, housing is profitable at VPI, which has 115 rooms similar to regular hotel accommodations, including color TV. He does not plan to make a profit from food service but hopes "to break even."

VPI is required to be self-supporting in the ancillary areas. However, state support is provided for staff salaries and some other costs. Thus far VPI has not experienced a deficit operation, however, funds can be carried over from year to year to cover deficits.

University of Chicago

Dr. Phillip Nowlen, Associate Dean, explained that the University of Chicago CEC came about as a result of personal relationships at the trustee level. Dr. William Rainey Harper, President at the time, initiated the first continuing education center. The Kellogg Foundation became interested because of the outstanding planning plus excellent personal and faculty relationships. The University received a $2,500,000 grant because it was willing to develop a substantial plan and to make available $1,000,000 from its own budget that made the center possib[illegible].

Dr. Nowlen advised that "housing is paying its own way, but food service is showing a loss." He mentioned that universities are very reluctant to publicize losses, and in his opinion, more than half of the continuing education centers are experiencing financial losses.

The University of Georgia

Dr. O. C. Aderhold, a former president of the University of Georgia, had an extensive background in agriculture and education. Being a "people person," he accomplished much problem solving through participatory involvement of appointed citizens including all he felt should be included in an attempt to solve the problems at hand. He strongly believed in continuing education so long as it had a heavy emphasis on agriculture, which was the primary target at the time. When President Aderhold discovered that the Kellogg Foundation had funded Michigan State University, he appointed a committee which, for at least a year, developed the "Georgia Plan".

In 1954, a grant amounting to $2,000,000 was received from the Kellogg Foundation by the University of Georgia. Also, the University was required to provide a matching amount. Further, when the contract was initiated, it stipulated that the University would carry out continuing education activities for at least ten years. The first conference was held January 8, 1957.

The State of Georgia has a law requiring that the continuing education effort be self-supporting. Dr. Tom Mahler, Director of the Center for Continuing Education, advised that the housing operation supports itself. Food Service also operates at a profit, even under an operation where employees are well paid with a strong fringe benefit package. In order to cover a deficit, five percent of the gross earnings are reserved for the maintenance and renovation or to cover losses, which have been few, at the University of Georgia.

Texas A & M University

Dr. B. J. Adams, Director of the Office of Continuing Education, explained that the University needed a facility for meetings on the campus. The Student Union was utilized for several continuing education activities. Also, there was need for a performing arts location which, at the time, was located within the Union where living facilities were available. Accordingly, it was concluded that a facility should be located nearby for housing purposes.

Dr. Adams explained that housing and food service are not under the administration of continuing education. His preference is to not have housing under his administrative supervision due to the many headaches encountered. He advises the trend is toward centralized services because of the organization of the university.

Dr. Adams emphasized the conference unit operates at a profit, a requirement because the state does not provide fiscal support for continuing education. The University, however, does provide staff positions which are paid from non-appropriated funds.

Utah State University

Dr. Wayne B. Ringer, Director of the Conference Institute Division, advised that the Utah State Center, which is currently under construction, began as the result of the appointment of a new president in 1968. The Director of Extension noticed that certain areas of extension failed to develop and desired to expand the program. Dr. Ringer, who had been an intern at the Kellogg Center, Battle Creek, initiated credit and non-credit courses. He proposed an outreach program for both off-campus and on-campus students. The University approached the Kellogg Foundation which, after a year, declined to finance the facility but was interested in the proposed program. The outreach program, which did not require facilities, was awarded $600,000 which the University matched with $400,000. Dr. Ringer advised that the matching requirement proved to be an asset rather than a liability and resulted in a second commitment of $3,000,000 by the University. The program which interested the Kellogg Foundation was entitled, "Quality of Rural Life Program."

The University continued to work with the Kellogg Foundation on a friendly and close basis. The "Quality of Rural Life" program proved substantial and, as the current grant expired, a second proposal was submitted to Kellogg showing need, interest and commitment on the part of the University.

A second proposal to the Kellogg Foundation proved too similar to the first, so the assistance of other available sources was sought. Dr. Ringer advised the traditional continuing education program is not the way to convince the President nor the Foundation of the need of assistance. However, with the help of Kellogg, a revised proposal leading to a continuing education facility was submitted and is now under construction.

The Residential Center houses a bookstore and a placement center for traditional students which financed the construction of the area. The center has three structures: (1) a conference center, (2) a residential center which is designed for conferences but does not have food service available since an auxiliary food service is located nearby and (3) a parking terrace.

The University has had a hotel since 1969. It managed to pay off a $370,000 mortgage with $180,000 appropriated from the state legislature and has operated in the black ever since, but "it has not been easy." The occupancy rate in Utah is reported as not good. Food service has been the most difficult of all operations to produce a profit. It has been reported that without alcoholic beverages to take up the slack, food service is "tough."

Dr. Ringer advised there are very few staff members on soft money. One third of the budget is from Educational and General, one-third from the state and one-third is from generated income.

Kellogg provided 50 percent of the cost of the new center, which was matched by private donations and university funds. The facility will be a $7,000,000 construction and is anticipated to be finished about December 1980.

The University of Nebraska, Lincoln

Dr. Clinton Hoover, Director of the Nebraska Center for Continuing Education, indicated that President Clifford Harden came to Nebraska from Michigan State University, where the Kellogg Foundation had first funded a center. Dr. Harden felt that Nebraska should have a center to address the needs of young adults who did not desire to go on to college but wished further education through short courses designed after the Scandinavian philosophy. As a result of President Harden's leadership, the Kellogg Foundation granted $1,500,000 with a requirement that the State of Nebraska match that amount. The University of Nebraska embarked upon a fund drive in cooperation with the Banker's Association and, in six months, $1.5 million was pledged.

Dr. Hoover has headed the Center since its beginning. The center was required to be totally self-supporting; and since it was losing money as late as 1970-71, the University eliminated the Hall of Youth concept. They reverted to the University of Mid-America, a consortium which develops courses through TV.

Dr. Hoover explained that housing has experienced financial gains for the past several years. The operation had a $150,000 loss early in the initial operation of the hotel, but now the facility produces a profit.

Food service, however, will lose what the hotel makes. Accordingly, Dr. Hoover recommended that food service be contracted out and, in the current case, a loss of $50,000 to $60,000 a year is expected.

With respect to covering losses, other auxiliary units help cover or reduce deficits. Dr. Ringer advised he is allowed to carry over funds from year to year but recommended the use of revolving accounts to cover deficits as they occur.

The Center at Nebraska is totally self-supporting including operations and maintenance. All salaries are from generated income as well as the payment of bonds. The housing occupancy ratio is about 55 percent when the University of Nebraska needs at least 60 percent to pay food service.

Michigan State University

Dr. Floyd Parker is the Assistant to the Dean, Lifetime Educational Programs. He explained that President John Hannah, Michigan State University, was the person primarily responsible for the Center there. It was the first in the United States to be funded by Kellogg. President Hannah, at the time, said the institution needed a "front door to the University," a place for meetings, study and a facility for students and parents.

The President persuaded the Kellogg Foundation to become interested and subsequently was granted $1,500,000. The Center, has 193 bedrooms, 14 flexible conference rooms and a flat-floored auditorium. There are two public dining rooms and seven small dining rooms.

At Michigan State University, the hotel and food operations are separate but are administered by the Auxiliary Service. The food operation incurs a loss most years but liquor sales help to offset the loss.

Lodging, with a 60 percent occupancy rate, which is low, manages to break even. The conference facility enjoys a nonprofit--no loss status with the University providing 50 percent subsidization from state funds in case of a loss.

Georgia Southern College

Georgia Southern College may be the latest among the nation's higher education institutions to begin construction of a center. Dr. Eric McKeithan, Director of Continuing Education, reported the institution does not fit the university model in that it does not award doctorate degrees. Additionally, Georgia Southern, as in the case of larger universities, is not located near Atlanta.

While Georgia Southern is not a senior college, it does claim the largest Continuing Education department in the area. A priority of the administration is to develop into the major college of the southeast area of Georgia.

In prior years, Continuing Education has been relocated from one campus facility to another in an attempt to accommodate various groups. The efforts of the personnel have attracted various activities. As a consequence the staff has outstripped the available physical facilities which must be limited to groups of approximately 150. The demands of groups have far exceeded facilities and, thus, the capabilities of the staff.

It has been recognized that a first class center will attract additional continuing education activities. As a first step, financing of bonds was arranged through the state to accommodate three phases of construction.

The first phase, consisting of 27,500 square feet, houses a lobby, registration areas, bookkeeping and a reception area, lounge and ten major conference rooms which can be divided into seventeen meeting rooms with one accommodating 415 persons. There will be a kitchen for keeping food warm following preparation by the Food Service which is located elsewhere. One of the conference rooms will be used for banquet style meals.

The second phase estimated to cost $4,300,000, consists of 30,000 square feet of office space for continuing education and the Cooperative Extension Service.

The third phase calls for a five-story complex with eighty rooms for lodging. Also included are a kitchen and cafeteria but there is no plan to make the complex a self-contained unit. There is no estimate available regarding construction dates or costs for this phase.

CHAPTER V

USE OF RESIDENTIAL CENTERS BY GROUPS OF ADULT LEARNERS

Role and Scope: The Learning Society

A total learning society may be one of the most persistent ideas within education. Dr. Robert J. Kingston, President of the College Board, appearing before the Subcommittee of Postsecondary Education of the Committee on Education and Labor, June 21, 1979, indicated that creating a learning society in America is one of the newest ideas. His assessment before this august Committee revealed the following highlights:

1. Between 17 million and 32 million adults are currently participating in some form of organized instruction.
2. Adult participation in formal education is increasing more than twice as fast as the adult population itself.
3. Adult and continuing adult activities were offered in 2,225 colleges and universities during 1975-76, up 102% from 1967-68.
4. Registration in adult and continuing education offered by colleges and universities in 1975-76 totaled 8.8 million, up 57% from 1967-68.
5. In 1977, 36% of all college students were 25 years of age or older up from 28% only five years earlier.

Dr. Kingston explained that the College Board has discovered 40 million Americans who expressed a need for instruction and support services related to careers. Further, he advised that 60 million persons wished to take one or more adult learning courses. He made a special effort to explain that education by adults includes a wide range of previous educational experiences and incomes. Today's adult learners are proportionately young, white, educated and earning salaries above the national median. With respect to the latter, he said that educators should examine the needs of adults who have not received an education.

Adult education has come a long way. Contrast the Kingston information with the first history of adult education. Speaking about the mechanics institutes of that time, Hudson states, ... their Parnassus is reached from a back street by a narrow intricate stair, dimly lighted on Wednesday evenings[8]. This may be contrasted with today's much improved continuing education facilities for the adult learner.

The National Center for Education Statistics (NCES) defines the adult learner as "persons 17 or older, not enrolled full-time in high school or college, but engaged in one or more activities of organized instruction." Peterson explains, "The term adult learner, in its broadest sense, applies to all of us."[9]

Categories of Adult Learners

Peterson indicates that credentials as proof of learning are becoming increasingly important in our society. Accordingly, a function of adult education is to make it much more convenient and easier for adult learners to earn credentials. Professional societies actually encourage convenience for members to meet mandatory requirements which in some cases, may be recorded as Continuing Education Units. Since professional associations are involved in continuing education, an increasing number of associations mandate the relicensure requirements. Peterson reports that the following professional groups, among others, require updating of education and license requirements:[10]

---

[8] J. W. Hudson, The History of Adult Education (London: Longman Brown, Green and Longmans, 1851), p. 44.

[9] Richard E. Peterson and Associates, Lifelong Learning in America (San Francisco: Jossey-Bass Publishers, 1980), p. 76.

Nurses	9 states
Realtors	11 states
Veterinarians	18 states
Pharmacists	14 states
Nursing Home Administrators	38 states
Physicians	17 states
Certifified Public Accountants	23 states

In contrast, Peterson points out that certain groups are not interested in further education. These include farmers, mature adults between the ages of 50 and 64 and older, groups with incomes less than $10,000, those with a grade school education and retired persons.[11] But for those who desire adult education, many colleges and universities are reducing institutional barriers.

Adult Learners and Indentifiable Traits

Peterson speculated about selected trends and directions.[12] Among these are:

1. The number of children and youths will decrease during the next ten years. This statistic is true in the State of Florida, and particularly applicable to private institutions.
2. The military will likely find it imperative to recruit one-third of the 18-year old males to maintain proper strength. Dr. George B. Weathersby, Commissioner of Higher Education, State of Indiana, confirmed this information during a speech to selected faculty at Memphis State University.

---

[10] *Ibid*., p. 170.

[11] *Ibid*., p. 110.

[12] *Ibid*., p. 70.

3. As indicated previously, professionals are being mandated to continuously improve their professional competence.

4. Because of rapidly changing technological advances, innovative skills and jobs heretofore unknown will be revealed. It appears, then, that those involved in occupational training should have little problems gaining learners.

5. The Kingston statement advised that the affluent learner is concerned with professional and personal development in addition to recreational-type learning. In contrast, the more economically non-affluent learner will not seek or is unable to seek further education. It is in this area that much improvement needs to be made.

6. A myriad of new-type learning sources are becoming increasingly available including, electronic equipment, audio tapes, recorders and video recorders. It is estimated, with respect to the latter, that today's cost is approximately $900 to $1000. Some professional adult educators are predicting that such equipment will someday be as available as television sets are today and much more economical.

In the business sector, Don Cody, noted that more than 26 million Americans attended nearly 800,000 meetings and conventions last year and spent $15 billion on everything from tips for bellboys to ten-course banquets.[13] Bob Litwin, publisher of "Successful Meeting Magazine", declares that associations and their meetings have become the post-graduate schools for American business and industry. He indicated that associations and corporate meetings will be doing more educating than the schools.

Charles Rixse, President of the International Association of Conventions and Visitors Bureaus, stated: "In the past ten years, conventions have started going back to the basics, and that is the exchange of information."

---

[13] Don Cody, "Unconventional Conventions", Sky Magazine. February 1980, p. 63.

They have become the nation's largest institution of continuing education in areas of politics, economics, medicine, social issues, and international affairs. It is little wonder, then, that Cody emphasizes: "The real challenge, then, for today's meeting manager is providing the educational programs that will focus on the critical issues of interest to his group."[14]

In the business sector the typical meeting is described in the following manner:

> A profile of the typical meeting will be a training program of 20 to 40 conferees of about three days' duration. The conference center will average about 409 conferences per year with about 10 to 12 meetings per year with attendance of 140 conferees per day.[15]

Selective Classifications of Adult Learners

With respect to the types and groups using residential centers, there was no clear-cut classification of adult learners. There are some similar classifications, but no consensus, therefore, selective examples of classification of adult learners are produced here.

The University of Delaware listed a breakdown of persons participating in professional and nondegree programs. The following classifications are included:[16]

---

[14] Ibid., p. 66.

[15] "The Executive Conference Centers: A Statistical and Financial Profile", Meeting News, February 1980, p. 42.

[16] John A. Murray, Annual Report 1978-79, Division of Continuing Education, University of Delaware, Newark, July 31, 1979, pp. 51-58.

1. Agriculture
2. Business and management
3. Child care and development
4. Computer Science and technology
5. Criminal justice/law enforcement
6. Life management programs
7. Engineering and physical sciences
8. Human development and social services
9. Legal assistance
10. Lifetime sports
11. Nursing/health care
12. Ornithology
13. Volunteer administration
14. Miscellaneous and general interest
15. Performing and visual arts

While these categories are not conducive for all studies, there are certain groups that may be recognized. These include:

1. Business and management
2. Criminal justice/law enforcement
3. Life management programs (personal enrichment)
4. Lifetime sports (recreational)
5. Nursing/health care
6. Miscellaneous

For further details of this particular section the reader is invited to review Appendix B.

The Northern Illinois University, College of Continuing Education, reported the following classifications:[17]

1. Business
2. Education
3. Liberal arts and sciences
4. Professional studies
5. Visual and performing arts

This is a small classification but contrasts with that of the University of Delaware. The details of this classification are shown as Appendix C.

---

[17] Clive C. Veri, Annual Report 1978-79, College of Continuing Education, Northern Illinois University, Dekalb, Summer 1979, p. 39. (Mimeographed).

Within the State of Florida, probably the best available classification is reported in the Annual Report, 1978-79, Florida State University. The following classifications are indicated:[18]

1. International
2. Government (Federal)
3. Governmental (State)
4. Community organizations and agencies
5. Professional associations
6. Private organizations

Here again the classifications are varied and, while limited, indicate differences classifications according to the program offered. The details of this information are shown as Appendix D.

The business sector may possess the most accurate evidence of classifications of adult learners. A study conducted by Laventhol and Horwath, a national accounting firm, highlighted the following classifications:[19]

1. Business Organizations
2. Non-profit Trade and Professional Associations
3. Educational Institutions
4. Government
5. Other

In this case, it is suggested that separate classifications may be appropriate, but dividing Non-profit Trade and Professional Associations into separate classifications would tend to improve the arrangement.

Typically, the person with more education and a higher income, coupled with a previous education, is more apt to utilize continuing education than others. Groups with a lower level of education, lower incomes and little previous academic experience do not utilize continuing education. It is this latter group to which attention must be devoted to correct this situation.

---

[18] Meeting News, p. 44.

[19] Ibid. p. 44.

In the event the reader desires an in-depth examination of this subject, it would be well to review the study entitled: Participation in Adult Education, Final Report 1975, National Center for Education Statistics, 1978.

CHAPTER VI

FISCAL OPERATIONS

Profitable--Unprofitable

A residential continuing CEC is a unique facility which should be designed to promote and encourage adult learning. A center should not be considered as a facility where conventions are held. While it is true a center may offer lodging, food, recreational and leisure time activities and other amenities, the main thrust is learning. The facility should be designed for this purpose and be self-contained. It is this factor which causes its uniqueness. But, is the operation of a center costly? It has been said that the programming of a center is as or more expensive than construction costs. If so, what do the experts say?

Alford defines a residential continuing education facility in the following manner:

> ... they are virtually self-contained adult colleges with auditoriums and seminar rooms created especially to serve adult clientele and with comfortably appointed, tastefully decorated, modern sleeping rooms and dining facilities.[20]

Arthur Pelton defines residential continuing education centers as:

> ...a physical facility designed or renovated especially to enable groups of adults to learn and live together.

---

[20] Alford, p. 2.

> The centers offer a setting for learning experiences away from everyday activities, with living quarters and food service in the same campus facilities, and primarily are partly used for the purpose of adult education.[21]

Emphasis should be placed upon "self-contained," "serve adults," "lodging," and "food service." The paramount phrase is "to enable groups of adults to live and learn together." It is little wonder that such facilities are expensive, since comfortable, convenient and attractive surroundings conducive to learning and living are desirable and necessary to attract adult students.

Research in the field concerning operational financing is sparse. A review of the literature indicated the available data was less than current. Accordingly, much of the information presented here has been necessarily obtained through personal conversations with center administrators currently active in the field.

As in many other business operations, there are three general classifications: capital, operations and programming expenditures. It is one thing to obtain funds for construction of a center and another to operate and program the center over the long term. Pelton lists four sources of funds:[22]

1. Fees paid by participants (which is the chief source),
2. State or local appropriations,
3. Gifts and grants,
4. Federal government.

---

[21] Pelton, pp. 216.

[22] Ibid.

With respect to the last item, few funds are made available, but there is agitation to encourage more federal funds. Peterson reported that students' fees are probably the largest source of operating funds.[23]

Twenty-two administrators were contacted. Of these, thirteen were center directors and a majority indicated that budgets were expected to be self-sustaining with the exception of salaries and some expenditures derived from the general university budget. In this regard, it was emphasized that the administration of a residential center was a complex financial problem.

Dr. Philip M. Nowlen, Associate Dean of University Extension, University of Chicago, during a conference entitled "Planning and Operating the Conference Center," reported on a survey of 1690 colleges and universities. Of the 276 institutions replying, 55 reported "free-standing facilities" of which 25 were public institutions with the remainder being private. Of the public institutions indicating a "free-standing" conference facility, nine reported a profit, one was breaking even, while 14 were operating at a loss. In one case, no information was reported. The details of this analysis are shown in Appendix E.

When penetrating questions are posed regarding fiscal operations, it is difficult to obtain concise answers. There is a lack of organized information and, perhaps, some reluctance to provide information. In one instance, a reliable authority advised some administrators were reluctant to indicate if some residential centers were operating at a loss. On the question of whether housing should be included as a part of the center, one

---

[23] Peterson, p. 442.

With respect to the last item, few funds are made available, but there is agitation to encourage more federal funds. Peterson reported that students' fees are probably the largest source of operating funds.[23]

Twenty-two administrators were contacted. Of these, thirteen were center directors and a majority indicated that budgets were expected to be self-sustaining with the exception of salaries and some expenditures derived from the general university budget. In this regard, it was emphasized that the administration of a residential center was a complex financial problem.

Dr. Philip M. Nowlen, Associate Dean of University Extension, University of Chicago, during a conference entitled "Planning and Operating the Conference Center," reported on a survey of 1690 colleges and universities. Of the 276 institutions replying, 55 reported "free-standing facilities" of which 25 were public institutions with the remainder being private. Of the public institutions indicating a "free-standing" conference facility, nine reported a profit, one was breaking even, while 14 were operating at a loss. In one case, no information was reported. The details of this analysis are shown in Appendix E.

When penetrating questions are posed regarding fiscal operations, it is difficult to obtain concise answers. There is a lack of organized information and, perhaps, some reluctance to provide information. In one instance, a reliable authority advised some administrators were reluctant to indicate if some residential centers were operating at a loss. On the question of whether housing should be included as a part of the center, one qualified consultant advised a resounding "NO!" In this case, emphasis was placed upon the lack of budgetary support by the state, rising costs of maintaining a housing operation, the number of rentals lost due to holidays, increasing energy costs and fixed expenses. With a lack of budgetary support by the state, some authorities are of the opinion that each college of the university should designate some funds, off the top, to partially support continuing education activities. While there appears to be some general agreement of this idea by center directors, there is a general lack of support for this method of financing by many academic administrators.

---

[23] Peterson, p. 442.

Probably a more acceptable budgetary method, used by center directors, is to resort to frequent examinations of accounting records to avoid substantial losses. Despite such constant and alert attention, losses do occur and thus some center administrators, required to be self-supporting, resort to maintaining a substantial reserve to offset losses. Another method is to "carry over" funds from one fiscal year to another to decrease or avoid deficits.

Dr. Norris H. Bell, Director of the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, is investigating the degree to which public continuing education centers should be supported by state funds.* He is interested in building a case for greater support of adult education in general. The State of Virginia has indicated some reluctance to continue to support adult education which prompted Dr. Bell's investigation. The study is yet to be completed, but a partial summary of the preliminary information is presented here for informational purposes.

---

*For a list of centers surveyed see Appendix A

1. Responses were received from 22 institutions, of which 15 are located on or near the campus and reportedly are "self-contained" facilities.

2. Of 15 responses reported, 12 recover direct expenses from conference fees.

3. The percentage of expenses recovered from fees ranges from 22% to 60%.
4. Thirteen of 15 respondents reported recovering all direct expenses related to food service and lodging.

5. Thirteen of 15 expected to generate revenues to purchase and replace all capital equipment items.

6. Six of 15 expected to generate revenues for future outlay (construction) on existing facilities.

7. Directors reported that a realistic level of expected financial support, from sources external to the center, ranged from 4 percent to 75 percent.

Unfortunately, available data is insufficient to ascertain if residential centers are indeed operating at a profit or loss. Accordingly, one must resort to empirical evidence to gain, at least, an assessment.

In a majority of cases, it is generally accepted that residential centers are able to operate profitably through the development of conferences, seminars and the like. This assessment is more accurate in cases where personnel, salaries and some operational expenses are provided by the university.

There appears to be some division of opinion concerning the housing program. A majority of directors indicated a profitable or "break even" operation with few losses reported. In such cases, it appears that rising costs and loss of days due to seasonal conditions or holidays are the major causes of losses. In summary, it is reasonable to report that housing operations generally return a profit, especially after capital expenditures have been recovered.

It is in the area of food service that reservations were reported. The responses ranged from an enthusiastic profit to a gloomy report that "the best one could expect is to break even." When coupled with the housing, it was reported that losses on the food service were subsidized by the housing operation. In cases where sales of alcoholic beverages were available, the income derived offset losses incurred by food services.

This subject needs further research and investigation before reliable information can be reported. In the meantime, one must excercise caution when making assessments based on the data represented here.

CHAPTER VII

REGULATIONS AND POLICIES GOVERNING CONTINUING EDUCATION CENTERS AND PROGRAMS

Suggested Resources

When considering regulations and policies governing continuing education centers and programs, the following resources should be investigated:

1. *Florida Statutes*,
2. *Rules and Regulations of the State of Florida: Florida Administrative Code*,
3. *Planning Guidelines for the State University System of Florida: The Role and Scope of Florida's Universities*,
4. *University of Central Florida Procedure Manual*, and
5. *Standards of the College Delegate Assembly Commission on Colleges, Southern Association of Colleges and Schools*.

The above documents constitute important regulations and policies governing continuing education centers and programs.

Florida Statutes

Florida Statutes published by the State of Florida include several statutes most of which are directed toward community colleges. Probably the most important pertaining to universities is Florida Statute 240.277 which details the powers and duties of universities. Under this statute, Sections (11) and (12) pertain directly to continuing education and reads:

> Develop a program of continuing education within the university service area when there is a demonstrated and justified need. The university is authorized to cooperate with any public utility, any other governmental entity or private individual, or any type of nonprofit or profit legal entity in connnection with the

> establishment and operation of such a continuing education program, including the acceptance of money and other things of value.
>
> Provide and coordinate credit and noncredit extension courses in all fields which the university considers necessary to improve and maintain the educational standards of the university service area.

Chapter 240 of the Florida Statutes deals with general provisions of post-secondary education. It also includes governing rules, FS 240.209 (1), (3) (g) and FS 240.043, under which the Florida Board of Regents operate. Of course, the Board is the governing authority for the total system including continuing education. Many of the rules are general in nature, but in the event of any unusual programs or situations, Board approval should be sought prior to implementation of new programs.

Florida Administrative Code

The Florida Administrative Code (FAC), includes several rules dealing with Continuing Education in public schools and community colleges. On the other hand there are a few rules listed which govern extension courses in the State University System.

FAC BOR 6C-8.02 outlines the administration, coordination and statewide responsibilities for credit and noncredit extension courses. Additionally, the specific responsibilities of the Board of Regents and the University are listed.

FAC UCF 6C-2.31 governs the establishment of institutes. It includes the purpose, policy, administration, instructional relationships and financing of institutes.

FAC UCF 6C7-2.17 deals with noncredit programs, policies pertaining thereto and, most importantly, requires that educational programs sponsored by a department within the University be approved by the College of Extended Studies. This rule also defines noncredit educational programs, requirements for sponsorship hours, fees, expenses, programs and compatability of programs.

FAC UCF 6C7-2.24 outlines the responsibilities of the Continuing Education Office including goals and objectives, coordination of off-campus credit courses, coordination of all noncredit courses and special noncredit programs.

Among the rules cited, FAC UCF 6C7-2.24 is, in the writer's assessment, the most important because it clearly outlines the administrative responsibility of the College of Extended Studies. For example, selected parts of the rule read:

> It shall be the responsibility of the Division of Continuing Education, Office of Academic Affairs, to administer all credit and non-credit continuing education offerings by centrally coordinating budgeting, program planning, program development and program implementation according to UCF and Board of Regents policy.
>
> Off-campus credit courses including UCF Resident Center offerings shall be coordinated by the Division of Continuing Education, insofar as necessary to assure compliance with University and Board of Regents Policies and Procedures.
>
> Monitoring of the off-campus continuing education credit program as pertaining to UCF and Board of Regents policy shall be the responsibility of the Division of Continuing Education.
>
> The Division of Continuing Education shall be responsible for implementing University and Board of Regents policy regarding non-credit continuing education programs.

To reduce misinterpretations which naturally arise as a result of the issuance of new rules, Chancellor's Memorandums are issued. Chancellor's Memorandums CM 79-06, Approval of Institutes and Centers; CM 77-47, Overload Compensation; and CM 77-48 Dual Employment and Compensation, were developed to clarify certain practices and procedures. It is recommended that these be reviewed periodically.

In summary FAC UCF 6C7-2.24 clearly enunciates, with a distinction of articulation, that the College of Extended Studies is administratively responsible for all credit and noncredit continuing education courses.

Role and Scope of Florida's Public Universities

The Florida Board of Regents is the authority for coordinating, regulating and supervising the State University System by Florida Statutes. Accordingly, the Board establishes continuous studies of the future needs of Continuing Education and the assignment of institutions to serve the general public in the best possible manner.

In the formulation of role and scope statements, input was solicited from each SUS University. Subsequently, a study was made that focused upon the quality of instruction, research and service. On February 6, 1978, the Florida Board of Regents adopted the document entitled, Planning Guidelines for the State University System of Florida The Role and Scope of Florida's Universities. In this policy, guidelines relating to access to higher education (Guideline 3, Public Service and Guideline 5, Lifelong Learning[24] are particularly pertinent to the College of Extended Studies.

Under the guidelines pertaining to organization, coordination and management, the document deals with the responsibility of off-campus services. This area emphasizes that each university has unique resources which should be utilized to best advantage by coordinating delivery services to different service areas. This section also designates the service area assignment of each university in the system.

---

[24] Florida Board of Regents, Planning Guidelines for the State University System of Florida: The Role and Scope of Florida's Public Universities (Tallahassee: State University System Press, 1978) pp. 16-18.

A related document, Mission Statements: Institutional Role and Scope of Florida's Universities, reads:

> Continuing Education: UCF will expand its commitment to meet the specific societal, industrial, and cultural continuing education needs of its service area. This will be achieved through the offering of regular courses, self-supporting short courses, seminars, and other similar programs in the newly created College of Extended Studies.[25]

This document indicates institutional interest, proposals for future development and needs and resources anticipated by the different universities. When developing future plans for the College of Extended Studies, it may prove prudent to include a review of these documents even though they may not be classified under the strict definition of rules, regulations and policies.

University of Central Florida Procedure Manual

As a supplement to the previous information, it is important to note internal policies of the University. These policies pertaining to continuing education are Policies #2003, #2007, #4005, and #4106, which may be found in the University of Central Florida Policy Book.

---

[25] Mission Statements: Institutional Role and Scope of Florida's Public Universities (Appendix) (Tallahassee: State University System Press, 1978) p. 54.

Policy #2003 deals with overload and dual compensation including the appropriate forms to implement the policy.

Policy #2007 is concerned with noncredit and credit institute procedures. There are procedures for program planning, employment of instructors, Continuing Education Units, refunds and audit courses.

Policy #4005 applies restrictions on expenditures by fund category including restricted expenditure categories. An important reference is made to the Extension Incidential Trust Funds which may be used for expenditures when such items are budgeted as a part of participants' fees.

Policy #4106 outlines rules and procedures governing fee assessment, waiver and refund of credit and non-credit courses, conferences, camps, institutes, workshops and the like.

In an attempt to gain information about other sources of rules and regulations, state and local authorities were questioned. One State authority indicated, "the State has few regulations regarding continuing education." A local authority claimed, "In the absence of rules, regulations and policies, take action until otherwise notified."

Standards of the College Delegate Assembly

Standard Nine is probably one of the most important singular documents to be reviewed. It deals with standards for the quality and excellence of instructional programs. Further, it defines conferences and institutes. The most important aspect of Standard Nine is that it supports the principle that an institution should have a clearly defined operational unit for continuing education. It states:

> Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program. These must be well defined and should be clearly understood by the total institution. "Institutional Organization should provide a clearly identifiable and defined administrative unit for special activities under the direction of a designated administrative officer (e.g. Vice Chancellor, Vice President, Dean, Director, or coordinator). All policies and regulations affecting special activities shall be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups.[26]

The above statement is of utmost importance because there are some individuals, faculty groups and institutions which attempt to circumvent or fail to follow the spirit of the definition. Some say that the principle stated applies only to such activities which are noncredit while categorizing academic credit as being under a different principle.

Dr. C. B. Lord, Associate Director of Institutional Services, Center of Continuing Education, University of Georgia states:

> ...Since the public service units of the University System Institutions have the responsibility within the institutions of leadership in the education of adults,

---

[26] The Commission on Colleges, Standards of the College Delegate Assembly. Atlanta: Southern Association of Colleges and Schools, 1977, pp. 31-32.

> they have a vital interest in seeing that the problems and needs of adults as they relate to credit programs are given adequate consideration and the decision making process. The appropriate role of the public service units in these colleges and universities is one of leadership ...[27]

There may be some principles within Standard Nine with which the University of Central Florida may not be in compliance. Among those recommended for examination are:

1. Standard Nine calls for a clearly identifiable and separate unit to coordinate all special activities both on and off campus. The extent of the current organizational structure pertaining to area campuses may need review.
2. Noncredit programs should be appropriately identified and recorded by means of the CEU for which permanent records should be maintained and serve as a transcript for full-time equivalent student count. There should be the same level of coordination for noncredit activities at the institution as for credit programs.
3. Financial support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution. Budgetary support to satisfy growing personnel and programming needs are vitally important to the College of Extended Studies.
4. Student services for special activities students are not provided on the same level of institutional priority as those for regular full-time students. A program of guidance adapted to the needs of the non-traditional learner should help to satisfy this requirement.
5. Policies relating to admissions, registration, and the like are designed for regular full-time students and do not readily fit the need of special activities students, particularly in off-campus programs. Action to become an advocate for the nontraditional student appears to be appropriate.

---

[27] C. B. Lord, "Role of Public Service Personnel in Offering Continuing Education Programs for Academic Credit--Position Paper," Athens, 1977, p. 12.

In retrospect, it should be the task of the College of Extended Studies to develop a plan for the administration of special activities which accomplishes compliance with Standard Nine which is clearly consistent with the goals and objectives of the University.

CHAPTER VIII

INITIAL FUNDING OPTIONS

Bond issues are not an innovation to the UCF scene. Several campus facilities have been financed through bonds notably the Residential Units and the addition to the Village Center. As outlined in Chapter III, there are various methods of financing a Continuing Education facility, but the discussion here is limited to four prospective issues.

Gift or Grant

First, it would be most desirable to receive sufficient funds in the form of a gift or grant with which to construct a center. Such a method would offer a sense of independence and flexibility but, most importantly, would not require repayment. Thereby, the basic financial problem would be the programming budget which at times, can exceed construction costs. Accordingly, this method would prove most valuable.

Under this arrangement, a substantial but precise proposal providing pertinent information should be developed. The proposal would outline the general philosophy, objectives, description of the programs, justification of the center, projected needs for the out years, general specifications and size, construction costs and budget. The outline for a facility program required by the State University System is shown as Appendix F. The proposal would then be submitted to various foundations and philanthrophic organizations. Not to be overlooked are individuals with substantial wealth.

Further, federal and state agencies could be solicited. It is recommended that the Foundation Directory[28] be consulted to determine those agencies to which proposals may be submitted. A sample list is included here for informational purposes.

1. Kresge Foundation
2. Rockefeller Foundation
3. Exxon Education Foundation
4. MacArthur Foundation
5. W. K. Kellogg
6. Xerox Fund
7. Prudential Foundation
8. Coors Foundation
9. Webb (Del E.) Foundation
10. DuPont, Religious, Charitable and Educational Fund

In summary, a grant or gift would likely prove to be the most favorable method of financing a facility because of the non-indebtedness factor.

Legislative Appropriation

A second desirable procedure would be to seek an appropriation from the Florida State Legislature. Here again, indebtedness would be eliminated which is a decided advantage. An additional advantage, but somewhat optimistic, would be the resulting indication of support for Continuing Education by the State Legislature. At least, in the case of Florida State University, legislative support has been evident for sometime including programming costs for professional development of state employees and center construction costs.

---

[28] Lewis, Marianna O., Ed. The Foundation Directory. New York: The Foundation Center, 1979.

The process to gain a legislative appropriation would require a clear justification of need for the local Legislature Delegation showing the gains and benefits accruing to the general public. Once this persuasion was accomplished, a written bill, satisfactory to the Local Delegation, would be required along with accompanying legislature sponsors. Naturally, legislative support must be forthcoming for favorable passage.

In the case of FSU it was purported that the center could be kept "in business" by serving the professional development needs of state employees. Legislative personnel and committee staffs were cited as possible lecturers. Further, the facility could be considered as a resource base which legislators could utilize, thereby saving state funds. It is suggested, that the favorable economic climate, the central geographic location which could serve to reduce gasoline consumption, the visits of businessmen combining education, business and pleasure, contributions possible to senior citizens and other favorable demographic data be included with the proposal. On the reverse side of the coin, the possibility of a national economic and job recession coupled with the uncertain availability of gasoline could exert a negative impact on a proposal. Nonetheless, available economic indicators predict moderate economic increases for the Central Florida area.

State Revenue Bonds

The third most favorable means of gaining center construction funds is the issuance of State Revenue Bonds. This method may prove to be favorable since repayment funds may be developed from bonds sold. In other words, revenue bonds make possible center construction from which, when completed, income is derived for payment of bonds. This process can be described as easy and convenient, yet complex.

The procedure to gain the assistance of the Division of Bond Finance consists, usually, of a simple phone call. Prior to this action several steps are necessary. At the local level a feasibility study is necessary to reveal "need" which must be approved by the local administration. Such information should include:

1. Research demonstrating need by:
    a. State Associations
    b. State Employers
    c. Alumni
    d. Demand by non-traditional (adult) students
    e. Impact upon the greater community
    f. Geographical attractions
    g. Benefits to the public
2. Objectives and Purposes of Program
    a. Description of the program for the facility.
3. Budget
    a. Construction costs which are thoroughly refined

Once local approval has been established, approval is solicited from the Florida Board of Regents. The procedure is to:

1. Develop a bond resolution
2. Seek approval of the resolution by the State Cabinet (For this purpose figures projecting a repayment schedule equaling 125 percent per annum is necessary.)
3. Court puts up the bonds for validation. Subsequently, a court hearing is held for the public and the court approves the bond issue.

4. The division of Bond Finance, Department of General Services is contacted for assistance. This office notifies several hundred firms (2200) of the issue and the bonds are bid and sold.

5. Money derived from sale of bonds is deposited into the State Treasury in a Capital Working Fund. It is important to note that funds for furniture and equipment must be obtained elsewhere.

6. BOR advertises and appoints an architect.

The time element to follow through on this procedure is approximately one year to obtain bond money. An additional eighteen months is needed for construction purposes making a total of an estimated thirty months from start to project completion.

General Revenue Bonds

A fourth suggested method of financing would be to resort to General Revenue Bonds. This method would be a "last resort" because it requires legislative action along with a vote of approval by the public.

Summary

Of all methods proposed, in the absence of an outright gift or grant, it appears that a legislative appropriation or revenue bonds are the two best means of financing a facility for UCF.

Upon the approval of a bonding process, the individual listed below should be consulted.

Mr. Charles W. Tullos, Jr.
Bond Development Manager
Division of Bond Finance
Department of General Services
622 Larson Building
Tallahassee, Florida 32304
(904) 488-4782 Suncom 278-4782

CHAPTER IX

INTERNAL UNIVERSITY ASSISTANCE

University of Central Florida Foundation

Sometime ago there was a slight movement on the part of the administration to gain a facility to accommodate continuing education. At the time, there appeared to be an administrative consensus that timing was right to seek a proper facility for a Continuing Education Center. The major obstacle, as one would expect, was the lack of funds. The resulting decision was to refer the project to a committee of the UCF Foundation under the chairmanship of a prominent real estate professional and supporter of the University.

The chairman was mildly successful and actually located possible facilities which could have been obtained at reduced costs or as potential gifts. At this point, for reasons unknown, more important matters required the attention of administrators and the project naturally faded away or was purposely dropped.

What assistance can be gained from the Foundation? There are so many financial demands made upon the Foundation that the unit is unable to keep abreast of requests. Accordingly, there are few, if any, prospects of obtaining any financial assistance until the Foundation gains a high degree of financial maturity. There is, however, the availability of other types of assistance. It may be that the assistance provided would include the search for a facility as a potential contribution which could be remodeled or modified for use as a Residential Continuing Education Center. Other than administrative and miscellaneous assistance, this is probably the most one can expect at this time. It is emphasized, however, that personnel of the unit are most eager to be of assistance.

As an alternative, attention was directed toward the availability of a possible facility located near the campus. Investigation revealed the nearest facility was affiliated with a national chain. The current owner has advised this is now a permanent situation. Some few months later it was revealed that serious consideration was being given to expansion. Consideration is currently underway to purchase adjacent and contigious property to the east and west of the present location. This action is being taken keeping in mind the relocation of a major industry to the area and the development of the Central Florida Research Park.

Since the above developments have occurred, subsequent discussions with the owner has indicated a nearby motel could be purchased provided a favorable selling price is offered. Accordingly, this possibility should be investigated further.

Central Florida Research Park

Developmental plans for the Research Park include a continuing education or conference type of facility which includes lodging. This facility could prove to be a plus factor for the College of Extended Studies. The theory is that as the Park develops and expands, private organizations will bring personnel to the Park for various purposes. Participants could expect to find convenient and comfortable lodging, participate in research activities, utilize available computer facilities and the many other services of the Park. It is envisioned that the College of Extended Studies could utilize the same facility for its programs. It is expected that through the use and programming of the facility, the College would add substantially to the attraction of the Park.

The Executive Director of the Central Florida Research Park has indicated a conference facility could be built as soon as the market justifies. It is anticipated that an outside investor would build the facility, depending mostly upon the occupancy ratio developed by the College of Extended Studies.

The Executive Director advocates a privately owned and operated facility which would serve the needs of the College of Extended Studies. For this purpose, it is possible for the College to participate in the planning, but the facility would be operated by private owners promoting the center. It would require the best efforts of the College to attract a large audience and repetitive following to encourage a private investor to build.

It is quite possible that a modular building concept would be utilized, starting on a small scale, but later expanding as the demand dictates. Under this arrangement, personnel of the College of Extended Studies would program the facility, but the private owners would incur the risk of a profit or loss on the capital invested.

While not formally announced, it is anticipated that a Federal agency may be a large investor and the impetus to inaugurate the beginning of the Park. The underlying reason for this theory is that agency has outgrown available facilities and space. Further, a major move elsewhere would create a loss of long term experienced employees at a time when the agency is presently supporting $4,000,000 of research support with the

University. Accordingly, once the agency makes a move into the Park with a proposed $18,000,000 project, others will rapidly follow suit.

In introspect, it will be necessary to evaluate new developments and circumstances when making decisions about the location and accommodations of a future center. As of this writing it appears the Research Park is rapidly developing as a first option for consideration by personnel of the College of Extended Studies.

CHAPTER X

SUMMARY AND RECOMMENDATIONS

Summary

It is safe to assume that future demands for continuing education will continue to be high, at least, until about 1990. This is due to the projected declining enrollments of 18-22 year old students, mandatory requirements of many organizations for recertification or renewal of professional licenses. Education will become more of a consumer market as those active in the professions seek to gain knowledge and personal enrichment.

In order to accommodate the non-traditional learner, innovative programs and techniques, many of which are unavailable at this time, will be initiated. Since non-traditional learners prefer to learn by methods other than the traditional lecture technique, emphasis will be focused upon assisting the student to plan his own program. Toward this objective, research is needed to make this process meaningful. Additionally, the interested "retread" or "empty nester" commands the attention of the continuing education specialist to remove or lessen educational barriers. It is imperative to encourage interested individuals to take advantage of available programs. Of particular importance, an objective of continuing education specialists should be to lessen the anxiety of individuals who have been absent from a university community for several years. For this purpose, unique facilities are needed to accommodate the living-learning continuing education experience.

Shortly following World War II, adult education gained considerable attention. The Kellogg Foundation spurred the process by granting funds for 10 centers. Currently, there are approximately 108 universities reporting various types of facilities and hundreds more offering programs. Additionally, the federal government has facilities of its own and the business sector is growing in the convention area.

It has been estimated that between 17 million and 32 million adults participate in some form of organized instruction in 2,225 colleges and universities. While the number of children and youth may decline, there will be a "graying of America." Many problems exist in adult education but a most perplexing problem is to encourage the low income, educationally disadvantaged and minority groups to take advantage of available programs.

An objective of this investigation was to determine if residential continuing education centers are subsidized or operated at a profit. This information proved difficult to obtain. Accordingly, it was necessary to base conclusions upon empirical evidence collected from administrators active in the field. Best information indicates that conference facilities are generally financially successful. Where housing accommodations are combined with conference facilities, the operation tends to support itself, particularly following the pay off of the capital investment. It is in the area of the food service operation where losses are frequently incurred, except where alcoholic beverage sales are available to offset losses. It is not unusual for the housing operation to subsidize the food service operation. One survey indicated that of 25 public university residential centers with free standing operations, only 9 are operating at a profit, one breaking even; 14 were operating at a loss and one failed to report.

There are several regulations, policies and State statutes applicable to adult education. Most of these are statutory but general in nature, supplemented by role and scope statements, internal policies and accreditation agencies. Despite what appear to be adequate regulations and statutes, few authorities are of the opinion: "in the absence of regulations take action until otherwise notified." Additionally, despite accreditation standards to the contrary, there are individuals and groups who disagree in principle, that adult education belongs to a clearly, identifiable and defined administration unit. Therefore, the task of the College of Extended Studies is to develop a plan of action which is consistent with the goals and objectives of the University. This development is particularly important in the area of credit courses and activities.

The initial financing of continuing education centers is a perennial problem. The Kellogg Foundation granted approximately $20,000,000 to 10 centers, but has refrained from this action in recent years. Universities desiring financing have turned to gifts and grants, legislative appropriations, bond revenues, federal funding and assistance from university foundations. Of the methods proposed, in the absence of an outright gift or grant, a legislative appropriation or revenue bonds appear to be the best arrangement for the University of Central Florida.

Considering other resources, the proposed Central Florida Research Park appears to offer the most helpful immediate option. Under such an arrangement, dependency would be placed upon the College to develop a favorable occupancy ratio to assist private investors.

As an alternative, the availability of seed money would greatly enhance the feasibility of a center. Attracting the attention of the legislature might gain an appropriation.

It is estimated, based on building costs of $45-$50 per square foot, that a proper facility would require $3,000,000 to $5,000,000. A modest facility would require a minimum of $1,500,000.

Extreme care was exercised to obtain the most creditable and valid information concerning residential continuing education centers. More information and data is needed but the recommendations listed below are of sufficient importance to be considered for follow-up purposes.

Recommendations

1. Verified fiscal operation information including profit and loss of self-contained centers affiliated with public universities is needed.
2. The organizational structure of area campuses and credit versus noncredit courses need reviewing for purposes of assigning administrative responsibility.
3. Investigation into alternative methods of financing the construction of a center needs additional study.
4. A thorough review of joining forces with the Central Florida Research Park as opposed to a facility located at the South Orlando Resident Center or elsewhere on the campus deserves proper attention.
5. The cooperation of the UCF Foundation should be solicited to determine the possibility of a facility as their contribution.

6. Assistance from the local Legislative Delegation to obtain an appropriation for financing the construction of a center deserves immediate consideration.
7. As an alternate method to gain a facility, a proposal should be formulated and submitted to selected foundations and philanthropic individuals and organizations.
8. It would be prudent to develop an acceptable and creditable method, with the coordination and assistance of the academic faculty, to assess and award academic credit for life experience and/or work experiences.
9. With the assistance of the academic faculty, develop a program to award credit for independent study leading to a degree.
10. Provide instruction via television with free phone access, computers, newspapers and tapes with organizations and businesses desiring academic credit. Additionally, offer courses to the general public in the same manner.
11. Because of new business developments which have occurred at a nearby motel, it is highly recommended that the purchase, or lease, of the facility be investigated immediately. For this purpose and to assist with financing, discussion should be held with the Florida Board of Regents Office. In prior years there have been some indications that arrangements of this nature might receive favorable consideration.

CHAPTER XI

EPILOGUE

The State of Florida attempts to attract specific industries from the 1,000 which are listed by Fortune Magazine. The industries most widely sought are defense industries, electronics, medical instruments, aviation and pharmaceuticals. As a result, it is anticipated that as the State's industry grows the population will increase. Additionally, it is predicted that the Southeast area will become a consumer market. Central Florida enjoys a geographic and economic base which few other areas can match. It is expected to grow faster than any other area in this decade. Further, it may prove to be the fourth largest state in the nation by 1990.

One of the nation's largest industries, Harris Corporation, is established in the Central Florida area. Most of the work force, in this case, was recruited from local population. The low union membership along with adjacent educational facilities were among the factors appealing to Harris. Further, the economical living conditions of the area was a deciding factor in addition to low corporate taxes.

A study conducted by the Battelle Memorial Institute for the Florida Department of Commerce, revealed the factors which attract businesses and corporations. Among others, the following were listed:

1. Quality of environment,
2. Quality of residential areas,
3. Quality of school system and
4. Proximity to colleges and universities.

According to Barnett Banks of Florida, Florida surpassed all other states in these areas.

The image of Florida is changing from "where the guys are," "fun and games," "slow horses and fast women," "palm trees and beaches" to international action and diversified economy. Instead of being in the "swamp peddler" business, Florida is rapidly becoming more mature.

All the above factors point to the need of assistance from educational institutions. There are hundreds of individuals who wish to upgrade their personal knowledge, capabilities and skills. These people include non-traditional learners who may have a high school education but no college; the housewife, having reared a family, who now desires to gain a better education; the individual who has some college education and needs more for purposes of re-certification or personal enrichment; and the individual who wishes education for personal prestige or self gratification.

The logical agency of the University to provide the leadership and needed services is the College of Extended Studies. This college possesses the administrative and fiscal structure to accommodate non-traditional clients. It has been said, by several Florida Legislators, that all students in the State of Florida are within 30-50 miles of a community college or university. This is certainly a plus factor for the student but unfortunately the cost to travel distances can cost more than tuition costs. Here again, the college is organized to take the courses and faculty to the student--be it in person, through the media, use of area campuses, or the present campus.

In consideration of the future plans for the College of Extended Studies, it would be prudent to organize a program for non-traditional adult students. Unless one has a topic or subject which appeals to the adult student there will not be an audience. As evidenced by subject offerings now available, the audience, in the form of adult students, is available. It, therefore, follows that a facility--a Residential Continuing Education Center--is lacking and is needed to accommodate the growing population of adult learners. For this purpose the reader should keep in mind that, perhaps, more than one facility will be needed. Locations suggested are: the main campus, a location near the McCoy International Jetport and the South Orlando Resident Center. Regardless of reader's viewpoint toward the latter statement, once a facility is obtained the money spent will create more money!

APPENDIX A

UNIVERSITY OF DELAWARE STUDY

LIST OF CENTERS SURVEYED

LIST OF CENTERS SURVEYED

1. Dorothy Hall Center
Tuskegee Institute
Tuskegee, Alabama 36088

2. Kellogg-West
California State Polytechnic University
3801 West Temple Avenue
Pomona, California 91768

3. Lake Arrowhead Conference Center
University of California
Lake Arrowhead, California 92352

4. Davidson Conference Center for Continuing Education
University of Southern California
Los Angeles, California 90007

5. Idyllwild Conference Center
University of Southern California
Idyllwild, California 92349

6. Conferences and Institutes
Rockwell Hall
Colorado State University
Fort Collins, Colorado 80523

7. Continuing Education Center
University of Connecticut
Storrs, Connecticut 06268

8. Center for Continuing Education
University of Delaware
Newark, Delaware 19711

9. Chinsegut Hill Conference Center
University of South Florida
Rt. 2, Box 216
Brooksville, Florida 33512

10. Georgia Center for Continuing Education
University of Georgia
Athens, Georgia 30602

11. George Williams College
Downers Grove, Illinois 60515

12. Center for Continuing Education
University of Chicago
1307 East 60th Street
Chicago, Illinois 60637

13. Conferences and Institutes
116 Illini Hall
University of Illinois
Champaign, Illinois 61820

14. Kitselman Conference Center
Ball State University
Muncie, Indiana 47306

15. Biddle Continuation Center
Indiana University
Bloomington, Indiana 47401

16. Center for Continuing Education
Notre Dame University
Notre Dame, Indiana 46556

17. Center for Conferences
University of Iowa
Iowa City, Iowa 52242

18. Adult Education Center
Washburn University of Topeka
17th and College Streets
Topeka, Kansas 66621

19. Carnahan House Conference Center
University of Kentucky
Lexington, Kentucky 40506

20. Pleasant Hall Conference Center
Louisiana State University
Baton Rouge, Louisiana 70803

21. Center of Adult Education
University College
University of Maryland
College Park, Maryland 20740

22. Osgood Hill Conference Center
Boston University
North Andover, Massachusetts 01845

23. Endicott House Conference Center
Massachusetts Institute of Technology
Dedham, Massachusetts 02026

24. Center for Continuing Education
Northeastern University
Boston, Massachusetts 02115

25. Bellemont Manor Continuing Education Center
Albion College
Albion, Michigan 49224

26. Dow Conference Center
Hillsdale College
Hillsdale, Michigan 49242

27. Kellogg Continuing Education Center
Michigan State University
East Lansing, Michigan 48824

28. Gull Lake Center for Continuing Education
3700 East Gull Lake Drive
Michigan State University
Hickory Corners, Michigan 49060

29. Management Education Center
Michigan State University
811 Square Lake Road
Troy, Michigan 48084

30. Adult Conference Center
Michigan Technological University
Houghton, Michigan 49931

31. McGregor Memorial Conference Center
Wayne State University
Detroit, Michigan 48202

32. Nolte Center for Continuing Education
University of Minnesota
Minneapolis, Minnesota 55455

33. Center for Continuation Study
University of Mississippi
University, Mississippi 38677

34. Bromwoods Conference Center
Washington University
St. Louis, Missouri 63130

35. Center for Continuing Education
University of Nebraska
Lincoln, Nebraska 68588

36. New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire 03824

37. Continuing Education Center
Rutgers University
New Brunswick, New Jersey 08903

38. Continuing Education Center
700 East Water Street
Syracuse University
Syracuse, New York 13210

39. Minnowbrook Conference Center
Syracuse University
Blue Mountain Lake, New York 12812

40. Sagamore Conference Center
Syracuse University
Raquette Lake, New York 13436

41. Center for Continuing Education
Appalachian State University
Boone, North Carolina 28607

42. Center for Continuing Education
Fayetteville State University
Fayetteville, North Carolina 28301

43. Quail Roost Conference Center
University of North Carolina
Rougemont, North Carolina 27572

44. McKimmon Center for Continuing Education
North Carolina State University
Raleigh, North Carolina 27607

45. Fawcett Center for Tomorrow
Ohio State University
Columbus, Ohio 43210

46. Oklahoma Center for Continuing Education
University of Oklahoma
Norman, Oklahoma 73069

47. Greenfield Conference Center
Temple University
Philadelphia, Pennsylvania 19122

48. Whispering Pines Conference Center
University of Rhode Island
West Greenwich, Rhode Island 02816

49. Joynes Center for Continuing Education
Winthrop College
Rock Hill, South Carolina 29733

50. Center for Continuing Education
University of South Dakota
Vermillion, South Dakota 57069

51. Thompson Conference Center
University of Texas
P. O. Box 7879
Austin, Texas 78712

52. Continuing Education Center
University of Houston
Houston, Texas 77004

53. Church Street Continuing Education Center
University of Vermont
Burlington, Vermont 05401

54. Donaldson Brown Center for Continuing Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

55. Continuing Education Center
University of Washington
Lake Wilderness, Washington 98122

56. Towers Conference Center
West Virginia University
Morgantown, West Virginia 25606

57. Continuing Education Center
Carthage College
Kenosha, Winconsin 53140

58. Winconsin Center
University of Wisconsin
432 North Lake Street
Madison, Wisconsin 53706

59. Kenwood Conference Center
University of Wisconsin
Milwaukee, Wisconsin 53201

60. Themis House Conference Center
Bradeis University
Waltham, Massachusetts 02154

61. Fordyce House
Saint Louis University
Saint Louis, Missouri 63103

62. Greyston Conference Center
Teachers College
Columbia University
New York, New York 10027

63. Public Affairs Conference Center
Kenyon College
Gambier, Ohio 43022

64. Continuing Education Center
Southern Methodist University
Dallas, Texas 75201

65. Trail Lake Ranch Conference Center
University of Wyoming
Dubois, Wyoming 82513

LIST OF CENTERS QUALIFYING FOR THE STUDY

1. Idyllwild Conference Center
   University of Southern California
   Idyllwild, California 92349

2. Georgia Center for Continuing Education
   University of Georgia
   Athens, Georgia 30601

3. Center for Continuing Education
   University of Chicago
   Chicago, Illinois 60637

4. Kitselman Conference Center
   Ball State University
   Muncie, Indiana 47306

5. Biddle Continuation Center
   Indiana University
   Bloomington, Indiana 47401

6. Center for Continuing Education
   Notre Dame University
   Notre Dame, Indiana 46556

7. Center for Conferences
   University of Iowa
   Iowa City, Iowa 52242

8. Center of Adult Education
   University of Maryland
   College Park, Maryland 20742

9. Bellemont Manor Continuing Education Center
   Albion College
   Albion, Michigan 49224

10. Dow Conference Center
    Hillsdale College
    Hillsdale, Michigan 49242

11. Kellogg Continuing Education Center
    Michigan State University
    East Lansing, Michigan 48824

12. Center for Continuing Education
    University of Nebraska
    Lincoln, Nebraska 68588

13. New England Center for Continuing Education
University of New Hamsphire
Durham, New Hampshire 03824

14. Continuing Education Center
Rutgers University
New Brunswick, New Jersey 08903

15. Center for Continuing Education
Appalachian State University
Boone, North Carolina 28607

16. Fawcett Center for Tomorrow
Ohio State University
Columbus, Ohio 43210

17. Oklahoma Center for Continuing Education
University of Oklahoma
Norman, Oklahoma 73069

18. Whispering Pines Conference Center
University of Rhode Island
West Greenwich, Rhode Island 02816

19. Donaldson Brown Center for Continuing Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

20. Towers Conference Center
West Virginia University
Morgantown, West Virginia 26506

21. Wisconsin Center
University of Wisconsin
Madison, Wisconsin 53706

Definition of Terms

Three terms are defined below to provide a clear understanding of their meaning and context.

Residential Center for Continuing Education: a facility, located on a university or college campus, which contains complete services for lodging overnight guests, preparing and serving food on the premises, and providing conference rooms complete with an array of audio-visual equipment.

Residential Center Director: the top level administrator, usually located in the residential center, responsible for the program activities, lodging, food, and conference services.

Function: a special duty or performance required in the course of an individual's work. In this study it refers to the duties and responsibilities a director performs on an average weekly basis considered over a year's time.

APPENDIX B

UNIVERSITY OF DELAWARE

1978-1979 PROFESSIONAL AND NONDEGREE PROGRAMS AND ENROLLMENTS

1978-1979 PROFESSIONAL AND NONDEGREE PROGRAMS AND ENROLLMENTS

Agriculture

	Location	Sessions	Contact Hours	Audience	CEU's
Equine Reproduction and Managing the Newborn Foal	Clayton Hall	6	15	22	
Health Management of the Problem Horse	Clayton Hall	5	12	31	
Residential Landscape Architecture	Wilcastle	12	36	10	
		23	63	63	

Business and Management

	Location	Sessions	Contact Hours	Audience	CEU's
Delaware Fundamentals of Real Estate (3 sections)	Clayton Hall	30	225	140	
Labor Contract	Clayton Hall	2	14	18	22.5
C.P.A. Review	Clayton Hall	31	133	23	
Secretary Seminar	Clayton Hall	2	12	103	1.2
Giving in America	Clayton Hall	1	8	173	
Delaware Realtors Institute II (3 sections)	Clayton Hall	15	120	191	12.0
Delaware Real Estate Brokers	Clayton Hall	6	45	20	4.5
Assertive Supervision	Clayton Hall	2	12	32	1.2
Business Economics for Supervisors	Newark	10	30	9	3.0
Production Management	Newark	10	30	10	3.0
Management by Objectives (2 sections)	Newark	16	40	62	4.0
Principles of Delaware Property-Casualty Insurance	Newark	10	30	33	3.0
Insurance 21	Newark	10	30	17	3.0
Insurance 22	Newark	10	30	15	3.0
Insurance 23	Newark	10	30	19	3.0
Personnel Supervision (2 sections)	Newark	20	60	39	6.0
Labor Relations (2 sections)	Newark	18	54	35	5.4
Workshop in Publications Production	Newark	12	36	21	3.6
Financial Analysis	Wilcastle	4	28	12	2.8
Production Management (2 sections)	Wilcastle	4	28	15	2.8
Assertive Supervision	Wilcastle	2	12	32	1.2
Inside the Fashion Business	Wilcastle	14	42	10	
Personnel Supervision	Wilcastle	8	56	37	5.6
Salesmanship (2 sections)	Goodstay	6	42	28	4.2
Accounting for the Non-Accountant	Goodstay	10	30	17	3.0
State of Delaware Budget and Accounting Procedures	Goodstay	10	30	23	3.0
Understanding the Stock Market	Goodstay	10	30	17	3.0
Risk Management	Goodstay	10	30	31	3.0
Delaware Realtors Institute I (2 sections)	Dover	10	80	66	8.0
State of Delaware Budget and Accounting Procedures	Dover	9	27	42	2.7

	Location	Sessions	Contact Hours	Audience	CEU's
Business and Management (continued)					
Delaware Realtors Institute II (2 sections)	Dover	10	80	44	8.0
Assertive Supervision	Dover	2	12	32	1.2
		324	1,466	1,366	
Child Care and Development					
Infant-Toddler Training	Wilcastle	10	20	25	
CDA Level I	Wilcastle	10	20	13	
CDA Level IV	Wilcastle	10	20	10	
CDA Level III	Wilcastle	10	20	15	
Discipline in Day Care	Wilcastle	2	4	33	
Kindergarten in Day Care	Wilcastle	5	10	16	
Music in Day Care Setting	Wilcastle	2	4	34	
Staff Interaction	Wilcastle	1	8	26	
Infant-Toddler Training	Wilcastle	10	20	14	
CDA Level II	Wilcastle	10	20	17	
Supervisors: Administration of Day Care	Wilcastle	1	21	11	
Child Development Associate Consortium	Wilmington	1	8	58	
Child Development Associate Consortium	Dover	1	8	60	
Supervisors: Administration of Day Care	Dover	1	21	18	
Discipline in Day Care	Georgetown	2	4	49	
Music in Day Care Setting	Georgetown	2	4	35	
CDA Level IV (2 sections)	Georgetown	20	40	26	
CDA Level II	Georgetown	10	20	21	
Staff Interaction	Georgetown	1	8	16	
Infant-Toddler Training	Georgetown	10	20	12	
CDA Level I	Georgetown	10	20	22	
Supervisors: Administration of Day Care	Georgetown	1	21	15	
		130	341	546	
Computer Science and Technology					
Basic Computer Concepts	Newark	14	42	32	4.2
Mathematics for Computing	Newark	14	42	26	4.2
Cobol Programming	Newark	14	42	40	4.2
RPG II Programming (2 sections)	Newark	16	48	30	4.8
Basic Computer Concepts (2 sections)	Newark	21	84	68	4.8
On-Line Computer Systems Design	Newark	14	42	13	4.2
Data Management and Information Systems Concepts	Newark	9	27	15	2.7
Programming and Languages	Newark	14	42	32	4.2
Advanced Cobol Programming	Newark	14	42	22	4.2
		130	411	278	

	Location	Sessions	Contact Hours	Audience	CEU's
Criminal Justice/Law-Enforcement					
White Collar Crime	Wilcastle	2	14	12	
Sex Offenses Investigation	Wilcastle	5	35	11	
Robbery Investigation	Wilcastle	2	14	12	
Police Interview/Interrogation	Wilcastle	3	21	27	
Police Radio Dispatching	Wilcastle	3	21	26	
Patrol Operations	Wilcastle	2	14	12	
Hypnosis in Criminal Investigation	Wilcastle	3	21	26	
Hit and Run Investigation	Wilcastle	3	21	9	
Arson Investigation	Wilcastle	5	35	18	
Welfare Fraud	Wilcastle	2	14	24	
Tactical Approaches to Crimes in Progress	Union, N.J.	3	21	39	
Police Grant Writing	Union, N.J.	3	21	20	
Police Management	Union, N.J.	5	35	15	
Police Radio Dispatching	Greenbelt, Md.	3	21	30	
Robbery/Burglary Control	Hampton, Va.	3	21	29	
Sex Offender and His Crimes	Pittsford, Vt.	5	35	22	
Internal Affairs	Atlantic City,N.J.	3	21	19	
Police Executive Development	Atlantic City,N.J.	5	35	12	
Police Radio Dispatching (2 sections)	Atlantic City,N.J.	3	21	42	
Robbery/Burglary Control	Atlantic City,N.J.	3	21	15	
Vice Control	Atlantic City,N.J.	3	21	11	
Welfare Fraud Investigation	Atlantic City,N.J.	3	21	22	
Burglary Investigation	Dover	2	14	10	
		74	518	463	
Life Management Programs					
Creative Drama for Adults	Clayton Hall	8	16	7	
Women and Money	Clayton Hall	7	14	35	
Options for Mature Women	Clayton Hall	6	18	23	
Developing Study Skills	Wilcastle	1	3	25	
Taking Tests	Wilcastle	1	3	20	
Getting Angry	Wilcastle	1	7	8	
Unwinding (2 sections)	Wilcastle	2	14	33	
Taking Charge of My Life	Wilcastle	1	7	12	
Women and Money	Wilcastle	7	14	37	
Up With Yourself	Wilcastle	4	10	11	
Building Self-Esteem	Wilcastle	1	7	33	
Assertiveness Training for Women	Wilcastle	6	18	12	
Getting Started	Wilcastle	1	3	11	
Options for Mature Women	Wilcastle	6	18	34	
Assertiveness for Men and Women (2 sections)	Goodstay	11	33	41	
Women and the Law	Goodstay	8	16	10	
Assertiveness for Working Women	Goodstay	5	15	18	
Six to Get Set	Wilmington	6	18	10	
Women and Money	Dover	7	14	11	
Options for Mature Women	Milford	6	18	14	
		95	266	405	

	Location	Sessions	Contact Hours	Audience	CEU's
Engineering and Physical Science					
Solid State Power Electronics	Clayton Hall	7	21	21	
Fundamentals of Instrumentation	Clayton Hall	9	18	39	
Statistical Methods in Research Production and Quality Control	Clayton Hall	1	7	142	
Fundamentals of Instrumentation	Clayton Hall	9	18	34	
Flowmetering - Now & Future	Clayton Hall	8	16	27	
Engineer-In-Training Review	Newark	20	60	42	
P.E.R.-Chemical Engineering	Newark	20	60	10	
P.E.R.-Civil Engineering	Newark	20	60	13	
P.E.R.-Electrical Engineering	Newark	20	60	7	
P.E.R.-Mechanical Engineering	Newark	20	60	18	
Carbon-13 N.M.R.	Wilcastle	14	42	16	
		148	422	369	
Human Development & Social Services					
G.M. Career Development	Newark	8	16	30	1.6
G.M. Career Development	Newark	6	12	42	1.2
Assertiveness I	Wilcastle	3	21	35	
Assertiveness for Supervisors/ Managers	Wilcastle	3	21	19	
Burnout	Wilcastle	2	14	20	
Cooperative Parenting (2 sections)	Wilcastle	3	21	16	
Contracting with Clients	Wilcastle	2	14	12	
Cognitive Therapies	Wilcastle	2	14	10	
Crisis Intervention	Wilcastle	3	21	12	
Casework Process	Wilcastle	2	14	5	
Constructive Use of Positive/ Negative Feelings	Wilcastle	2	14	37	
Child, Natural Parents, and Foster Parents	Wilcastle	2	21	13	
Dealing with the Hostile Client (2 sections)	Wilcastle	2	14	47	
Developmental Characteristics of Infants	Wilcastle	3	21	49	
Emotional Disorders of Young Children	Wilcastle	2	14	20	
Emotional Disorders of Adolescents	Wilcastle	2	14	18	
Effective English (2 sections)	Wilcastle	3	21	27	
Empathic Listening	Wilcastle	2	14	42	
Family Counseling	Wilcastle	2	14	23	
Group Counseling	Wilcastle	3	21	15	
How to Conduct a Meeting	Wilcastle	2	14	18	
Incestuous Family	Wilcastle	2	14	19	
Interviewing Children	Wilcastle	2	14	16	
Improving of Coworker Interpersonal Relations	Wilcastle	2	14	10	
Legal Rights of Parents and Children	Wilcastle	3	21	11	
Management of Stress (2 sections)	Wilcastle	2	14	40	

	Location	Sessions	Contact Hours	Audience	CEU's
Human Development & Social Services (continued)					
Ongoing Therapeutic Intervention	Wilcastle	2	14	12	
Program Accountability	Wilcastle	1	7	8	
Professional Behavior/Client Contact	Wilcastle	2	14	27	
Parenting Skills	Wilcastle	3	21	10	
Recognition of Learning Disabilities (2 sections)	Wilcastle	3	21	26	
Rape as a Social Problem	Wilcastle	2	14	8	
Reality Therapy	Wilcastle	2	14	11	
Supervisory Workload Management (2 sections)	Wilcastle	2	21	20	
Single Interview	Wilcastle	2	14	11	
Spanish for Social Service Personnel	Wilcastle	3	21	7	
Separation in the Placement Process (2 sections)	Wilcastle	2	14	40	
Social Worker in Court	Wilcastle	2	14	21	
Supervisor's Responsibility in Training Workers	Wilcastle	2	14	9	
Teenage Behavior: How to Cope With It (2 sections)	Wilcastle	2	14	36	
Techniques of Interviewing for Child Protective Workers	Wilcastle	3	21	10	
Teenage Pregnancy	Wilcastle	2	14	18	
Working on the Front Lines	Wilcastle	3	21	21	
Working with the Handicapped Adult	Wilcastle	2	14	9	
Working with the Aged	Wilcastle	2	14	15	
Working with the Hard to Reach Client	Wilcastle	2	14	21	
Effective Administration & Human Behavior Skills (2 sections)	Wilmington	3	21	19	
Assertiveness II	Dover	3	21	20	
Child Rearing in American Subcultures	Dover	2	14	24	
Dealing with the Hostile Client	Dover	2	14	24	
Effective Interpersonal Relations	Dover	3	21	8	
Emotional Disorders of Adolescents	Dover	2	14	16	
Effective English (Follow-up) (2 sections)	Dover	2	14	21	
Family Counseling	Dover	3	21	20	
How to Conduct a Meeting	Dover	2	14	10	
Management of Stress	Dover	2	14	21	
Professional Behavior/Client Contact	Dover	2	14	22	
Parenting Skills	Dover	3	21	13	
Reality Therapy	Dover	2	14	15	
Single Interview	Dover	2	14	10	
Spanish for Social Service Personnel	Dover	3	21	16	
Service Interview	Dover	3	21	11	
Supervisors Responsibility in Training Workers	Dover	3	21	8	
Working on the Front Lines	Dover	3	21	11	

	Location	Sessions	Contact Hours	Audience	CEU's
Human Development & Social Services (continued)					
Written Communications for Social Workers	Dover	2	14	10	
Written Communications for Social Workers (Follow-up)	Dover	2	14	10	
Legal Rights of Parents and Children	Rehoboth	3	21	9	
		166	1,106	1,264	
Legal Assistance					
Introduction to Law (5 sections)	Wilcastle	63	210	117	
Techniques of Legal Research (3 sections)	Wilcastle	42	126	50	
Estates and Trusts	Wilcastle	14	42	13	
Legal Writing-Documents	Wilcastle	14	42	14	
Introduction to Law (2 sections)	Goodstay	28	84	35	
Techniques of Legal Research	Goodstay	14	42	10	
Introduction to Law	Dover	14	42	15	
		189	588	254	
Lifetime Sports					
Medical Aspects of Sports	Clayton Hall	1	7	116	
Sailing Symposium	Clayton Hall	1	7	415	
Scuba Diving	Newark	9	31	12	
Beginning Tennis (3 sections)	Newark	25	60	68	
Intermediate Tennis (2 sections)	Newark	10	30	45	
Golf	Newark	10	20	12	
Beginning Swimming for Adults	Newark	8	16	14	
Swimm[illegible]g Mechanics	Newark	10	15	10	
Nav[illegible]on, Seamanship and Safe [illegible]	Lewes	9	27	35	
		83	213	727	
Nursing/Health Care					
Management at the Grassroots	Clayton Hall	1	7	35	
Basic Arrythmias	Clayton Hall	1	7	109	.5
Dental Seminar	Clayton Hall	8	56	551	
Rehabilative Nursing of the Hemiplegic Patient	Clayton Hall	1	7	77	.6
Pain Theory and Modulation Technique	Clayton Hall	1	7	52	.6
Dental Bonus	Clayton Hall	1	7	49	
Refresher Course in Basic Nursing	Newark	8	64	15	6.4
The Nurse and the Law	Newark	4	12	14	.8
Assertiveness in Nursing	Newark	8	16	16	1.6
Refresher Course in Basic Nursing (2 sections)	Newark	16	128	18	12.8
Nursing Assessment and Intervention	Newark	1	7	24	

	Location	Sessions	Contact Hours	Audience	CEU's
Nursing/Health Care (continued)					
Another Look at the Learning Process	Newark	2	14	40	.6
Neurological Nursing	Newark	2	12	57	.9
Weekend Workshop:Joint Mobilization	Newark	3	60	20	.6
Nursing in Ambulatory Care Settings	Wilcastle	1	7	50	.5
Patient and the Nurse: Coping with Stress of Illness	Wilcastle	1	7	51	.5
Nursing Home Management	Wilcastle	5	35	14	
Patient Care	Wilcastle	5	35	13	
Nursing Home Administration	Wilcastle	5	35	13	
Diet and Nutritional Management	Wilcastle	2	14	21	
Personnel Management	Wilcastle	2	14	18	
Teleconference Series for Clinical Laboratories	Goodstay	10	30	59	
Continuing Medical Education for Physicians (18 sections)	Wilmington	18	27	326	
Nursing Care of the Person with Diabetes	Dover	1	7	50	.5
Continuing Medical Education for Physicians (9 sections)	Dover	9	27	377	
Eastern Shore Medical Symposium	Rehoboth	5	30	125	
State of Delaware Dentists Annual Meeting	Rehoboth	1	7	238	
Continuing Medical Education for Physicians (9 sections)	Elkton, Md.	9	27	243	
Continuing Medical Education for Physicians (9 sections)	Seaford	9	27	165	
Continuing Medical Education for Physicians (9 sections)	Milford	9	27	291	
Continuing Medical Education for Physicians (9 sections)	Lewes	9	27	185	
		158	787	3,316	
Ornithology					
Fall Bird Course	Arranged	3	18	11	
Spain Bird Study Trip	Spain	12	120	16	
Delaware Birds in the Spring	Arranged	4	25	14	
		19	163	41	
Volunteer Administration					
Evaluation of Volunteer Programs	Wilcastle	1	7	22	
Improving Staff/Volunteer Relations	Wilcastle	1	7	14	
Office Management	Wilcastle	1	7	29	
Public Relations	Wilcastle	1	7	12	
Recruitment Techniques	Wilcastle	1	7	53	
Retention/Recognition of Volunteers	Wilcastle	1	7	23	
Supervision of Volunteers	Wilcastle	1	7	30	
Volunteer Training	Wilcastle	1	7	43	
		8	56	226	

	Location	Sessions	Contact Hours	Audience	CEU's
Miscellaneous/General Interest					
English as a Second Language	Newark	14	42	53	
Taxation Lecture Program	Newark	2	21	165	
International Symposium on Art Security	Newark	4	28	62	
Dog Trainers' Seminar	Newark	5	35	23	
Peace Study Lecture Series	Newark	5	10	125	
Counseling Techniques for Clergy	Wilcastle	2	14	16	
Lunch & Learn: American Antique Furniture	Wilcastle	5	10	19	
Lunch & Learn: Reduction of Stress	Wilcastle	5	10	12	
Speed Reading (4 sections)	Wilcastle	15	58	57	
Speed Reading (contract program with American Life Insurance)	Wilmington	10	20	26	
Library Management	Dover	2	14	28	
Quality of Life	Dover	5	10	165	
Library Public Relations	Dover	1	7	29	
Summer Marine Experience	Lewes	5	35	23	
		80	314	803	
Performing and Visual Arts					
Delos String Quartet:					
Formal Concerts	Newark	5	10	2,500	
Noontime Mini-Concerts	Newark	4	4	300	
Chamber Orchestra	Newark	42	84	350	
U.D. Classes	Newark	2	2	120	
Music Department	Newark	4	4	300	
Great Monuments of Spain	Goodstay	4	10	32	
Formal Concerts	Wilmington	5	10	1,000	
Formal Concerts	Dover	3	6	150	
Community Concerts	Various	5	5	250	
Elementary School Programs	Various	13	6	1,343	
U.D.Administrative Events	Various	7	7	-	
High School Program	Various	3	4	136	
Recruitment	Various	3	10	-	
Other Noncredit Events:					
Exhibitions	Clayton Hall	10	-	2,049	
Cultural Studytrips	Various	52	1,037	1,196	
Over-65 Club	Various	-	-	2,367	
		162	1,199	12,093	
GRAND TOTALS		1,789	7,913	22,214	

APPENDIX C

NORTHERN STATE ILLINOIS

NONCREDIT CONTINUING EDUCATION ACTIVITIES BY OUTREACH AREA

NON CREDIT CONTINUING EDUCATION ACTIVITIES BY OUTREACH AREA

	Number of Programs	Number of Participants	Range of Fees Charged	Instructional Hours	Student Contact Hours	CEUs Awarded
Business	29	1173	$0 - $395	787	35,998	4.1
Education	36	1423	$0 - $120	330.5	11,649	2.3
Liberal Arts and Sciences	3	590	$0 - $10	24.5	2,760	-
Professional Studies	10	432	$0 - $50	63	2,776	1.9
Visual and Performing Arts	11	283	$10 - $70	102	2,339	7.3
TOTALS	89	4049	$0 - $395	1307	55,522	15.6

APPENDIX D

FLORIDA STATE UNIVERSITY

PUBLIC SERVICE AND PROFESSIONAL DEVELOPMENT PROGRAMS

Agencies and Organizations with Whom the Center for Professional Development and Public Service Has Planned and Conducted Professional Development Programs

I. International

French Petroleum Institute of Paris

II. Governmental (Federal)

U.S. Administration on Aging
U.S. Department of Transportation
U.S. Geological Survey

III. Governmental (State of Florida)

Governor's Office
Governor's Commission on the Status of Women
Department of Legal Affairs
Comptroller's Office
Florida State Legislature
Senate Health and Rehabilitative Service Committee-
  Subcommittee on Health Care Costs
Bureau of Criminal Justice
Department of Administration
  State Energy Office
  City of Madison, Florida
Department of General Services
Department of Agriculture and Consumer Services
Department of Commerce
Department of Revenue
  State University System
  Board of Regents
Department of Community Affairs
Department of Highway Safety and Motor Vehicles
Department of Education
Department of Transportation
Department of Insurance
Department of Criminal Law Enforcement
Division of Blind Services
Public Service Commission
Department of Health and Rehabilitative Services
  Office of Aging and Adult Services
  Office of Children's Medical Services
  Office of Social and Economic Services
  Office of Mental Health
  Office of Retardation
  Office of Vocational Rehabilitation
  Office of Youth Services
  Florida State Hospital
  Alcohol Rehabilitation Program

Department of Environmental Regulation
Department of Labor and Employment Security
Game and Fresh Water Fish Commission
Department of Offender Rehabilitation
Department of State
  Division of Library Services

IV. Community Organizations and Agencies

Tallahassee Area Chamber of Commerce
City of Tallahassee
Tallahassee Parks & Recreation Department
Leon County Youth Services Center
Leon County/Tallahassee Community Action Program, Inc.
Apalachee Community Mental Health Association
Leon County Blood Bank
Leon County Schools
Junior Women's Club of Tallahassee
Northwest Florida Mental Health Association
Junior League of Tallahassee
Tallahassee Memorial Hospital
Leon County Public Library
Terrell House
Sisterhood of Temple Israel
Center for Children and Youth
Historic Tallahassee Preservation Board

V. Professional Associations

Florida Police and Fire Association
Florida Association of Homes for the Aged
Florida Association of L.P.N.s
Florida Chapter of American Statistical Association
Florida Hospital Association
Florida League for Nursing
American Red Cross
American Heart Association
Florida Professional Engineers Association
Florida Board of Nursing
State Association of County Commissioners
Tallahassee Chapter of the Institute of Internal Auditors
Florida Bar Association Environmental Law Committee
Florida Council on Aging
Florida Medical Association
Florida Society of Medical Technologists
Florida Library Association
Florida Vocational Evaluational and Work Adjustment Association

Florida Association of Rehabilitation Facilities
National Association of Social Workers, Florida Chapter
Florida Council for Community Mental Health
Florida State University Nurse Alumni Association
Florida Recreation & Park Association
Conservation Foundation
Southeaster Society of Microbiologists
Human Conservation Association
Florida Public Relations Association
Society of Applied Mathematics

VI. Private Organizations

Florida Credit Union League
Olin Company
Central Telephone Company
Southeastern Alcohol Rehabilitation Program
American Cancer Society
Associated Credit Bureaus of Florida
John D. Archbald Hospital, Thomasville, Georgia
Florida Association of Rehabilitation Facilities

APPENDIX E

PLANNING AND OPERATING THE CONFERENCE CENTER

"Planning and Operating the Conference Center"
February 27-29, 1980   Philip M. Nowlen
The University of Chicago

SURVEY of 1,690 colleges and universities, completed through the good offices of the American Council on Education.

276 institutions replied. 55 indicated that they had a free standing facility, exclusively used as a conference (or continuing education) center.

TOTAL PARTICIPANTS	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS	?
55	25	26	4

Comparison of Financial Stability

Status	Profit Making	Breaking Even	Running at A Loss	?
Total:	17	3	34	1*
Public	7	0	18	
Private	8	3	15	
?	2	0	1	1
Residential	9	1	14	
Non-Resident.	8	2	20	1
"Supported" by policy; budgeted deficit			26	
"Supported" by necessity; unbudgeted deficit			8	

Comments by deficit operations directors:
...but did better than budget
...we met our budget
...there was a shortfall in meeting the budgeted deficit.

Length of average program 3.0 days; 2.6 in public institutions; 3.4 days in private institutions.

"We have a conference center for reasons of: public relations; recruitment of students; service to community; lack of space in previous facilities; requests of faculty; additional income, "we hope." -Scattered comments.

"We don't have a conference center for reasons of: too much competition from colleges and universities already, the market just isn't there; we don't wish to compete with hotels." -Scattered comments.

*Too early in operation to estimate costs and project year end results.

APPENDIX F

OUTLINE OF REQUIREMENTS FOR THE FACILITY PROGRAM

STATE UNIVERSITY SYSTEM OF FLORIDA

OUTLINE OF REQUIREMENTS FOR THE FACILITY PROGRAM
STATE UNIVERSITY SYSTEM OF FLORIDA

A typical Facility Program should include:

1. Table of Contents
2. Introduction
3. Philosophy of the Master Plan
4. Facility Justification including
    a. Growth projections
    b. Physical facilities and completed Form "A"
5. Philosophy of the Facility
6. Operating Costs and How They Will be Supported
7. Detailed requirements of the facility including but not limited to:
    a. Applicable codes governing construction
    b. Spatial relationships
    c. Functional relationships
    d. Equipment
    e. Acoustics
    f. Lighting
    g. HVAC
    h. Mechanical
    i. Auxiliary power
    j. Utility extensions/expansion
    k. Site preparation/demolition
    l. Landscaping
    m. Roads and parking
8. Definition of Areas
9. Alternates
10. Budget
    a. Construction
    b. Utilities
    c. Site development
    d: Movable equipment and furnishings
    e. Professional fees and contingency (combine in one lump sum figure with separate breakdown submitted with latter of transmittal).
    f. Special equipment (when applicable)
11. Time Schedule
12. Impact Study

Submit four (4) copies to the Office of Capital Programs for review. If the program is approved without amendment four (4) additional copies will be required for transmittal to the Department of General Services. If amendments are required five (5) corrected copies of the program may be requested.

7/19/76

KNJ/emk

SELECTED BIBLIOGRAPHY

Alford, Harold J., Continuing Education in Action, Residential Centers for Lifelong Learning. New York: John Wiley and Sons, Inc., 1968.

_______., Annual Report 1978-79. Florida State University Center for Professional Development and Public Service, Tallahassee: Summer 1979. (Mimeographed).

The Commission on Colleges Standards of the College Delegate Assembly. Atlanta: Southern Association of Colleges and Schools, 1977.

Cody, Don, "Unconventional Conventions". Sky Magazine, February, 1980, p. 63.

Florida Board of Regents. Planning Guidelines for the State University System of Florida: The Role and Scope of Florida's Public Universities. Tallahassee: State University System Press, 1978.

Hodge, B. J., The Florida State University Continuing Education Center Feasibility Study. Tallahassee: Florida State University, 1973, (Mimeographed).

Hudson, J. W., The History of Adult Education. London: Longman, Brown, Green and Longman's, 1851.

Lewis, Marianna O., The Foundation Directory. New York: The Foundation Center, 1979.

Lord, C. B., Role of Public Service Personnel in Offering Continuing Education Programs for Academic Credit -- Position Paper. Athens: University of Georgia, 1977. (Mimeographed).

_______., "The Executive Conference Center." Meeting News, (February, 1980), p. 42.

_______., Mission Statements: Institutional Role and Scope of Florida's Public Universities (Appendix), Tallahassee: State University Press, 1978.

Pelton, Arthur E., "Financing Residential Adult and Continuing Education." Unpublished Ph.D. Dissertation, University of Nebraska, 1969.

Peterson, Richard E. and Associates, Lifelong Learning in America. San Francisco: Jossey-Bass Publishers, 1980.

Research and Survey Committee, National University Continuing Education Association. Directory of Residential and Non-Residential Continuing Education Centers in the United States. Syracuse: University College of Syracuse University, 1978.

White, Thurman J., "Financing Residential Centers for Continuing Education." N.U.E.A. Spectator, (April-May, 1971), 20-26.